

JIMMA UNIVERSITY



**COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
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**EFL TEACHERS' PARTICIPATION IN CPD ACTIVITIES AND
THEIR REFLECTIVE PRACTICE: HADIYA ZONE GIBE
WORDA SECONDARY AND PREPARATORY SCHOOLS IN
FOCUS**

BY

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**EFL Teachers' Participation in CPD Activities and their
Reflective Practice: Hadiya Zone Gibe Woreda Secondary and
Preparatory Schools in Focus**

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Abstract

The main purpose of this study is to investigate the school CPD activities trained by English language teachers in promoting reflective teaching in secondary and preparatory schools of Gibe woreda. The descriptive survey research design was employed; and the researcher designed research instruments were used to collect data. A sample of 25 English language teachers and 4 English language department heads from 4 secondary and preparatory schools were participated in the study. Comprehensive sampling technique was used to select the teachers and an availability sampling was used to select the schools. A questionnaire, interview, classroom observation and document analysis were applied as data gathering instruments. After data was gathered, the analysis was conducted qualitatively and quantitatively. The data collected from questionnaire was analyzed using descriptive statistics such as frequency, percentages, mean and standard deviation. The data collected from classroom observation were also analyzed using frequency and percentages. The interview and document analysis were analyzed qualitatively using narrative description. The result of the data indicated that the currently implementing school CPD activities did not encourage EFL teachers in applying reflective teaching and the study prepared that teachers had not adequate awareness about reflective teaching. Furthermore, they were not familiarizing themselves with reflective teaching learning practices. The finding of the study also revealed that the major challenges faced by EFL teachers when they were implementing the CPD activities and reflective teaching. These challenges were absence of collegial collaboration, lack of support from the school principals, lack of financial resources, lack of required knowledge and experts. Finally the researcher made some recommendations on the basis of the result of the analysis. It is recommended that there should be a shared and common understanding among teachers, education experts, supervisors and other responsible bodies of about a meant by reflective teachers.

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LIST OF ABBREVIATIONS AND ACRONYMS

CPD- Continuing Professional Development

EFL- English as a foreign language

ELT- English language teaching

ESL- English as a second language

ETP- educational training program

HDP- higher diploma programme

MOE- Ministry of education

REB- Regional Education Bureau

SNNPR- Southern Nation Nationality of People Region

SPSS-Statistical Package for Social Sciences

TDP- Teacher Development Programme

TESO- teacher education system overhaul

TSG- teacher study group

CHAPTER ONE

INTRODUCTION

This chapter discusses the background of the study, statement of the problem, objectives of the study, scope of the study, significance of the study, limitations of the study, and operational definition of the key terms used in the study.

1.1 Background of the Study

Professional development is considered as an important aspect in enhancing the teaching and learning process to ensure student learning (Mehreteab Gebreselassie, 2015 pp.106). It can also be deemed as a foundation of teacher professionalism and quality. The governments and educational institutions invest significantly in Continuous Professional Development (CPD) to improve teacher quality and to gather the changing needs of the students.

Continuing Professional Development (CPD) was introduced in 2003 as one component of TESO (currently known as Teacher Development Programme (TDP)) and its implementation throughout the country began in 2005. CPD in Ethiopia has two main components: first, it contains a two-year induction programme for beginning teachers and second it comprises “CPD proper” for teachers who stay in the teaching profession (Mehreteab Gebreselassie, 2015 pp.106). Largely, school based CPD to be effective; teachers have to value it as important. In addition to this, the benefits of CPD are not universal; rather, teachers' perceptions of benefits of school based CPD activities are strongly associated with their individual context.

In order to have the change, Continuous Professional Development (CPD) is growingly becoming an essential element for teachers' career advancement. Hargreaves and Fullan (1992) argue that CPD is necessary to move up the quality of educational standards because teachers need to go ahead continually by equipping themselves with the knowledge and skills to enhance their teaching skills and students' learning opportunities. Besides coping with the change, a teacher needs to be a model for his students as a life-long learner, so he must exhibit his dedication and enthusiasm towards continuous learning as his primary duty is to make his students life-long learners (Day,

1999). English language teaching (ELT) is a significant field due to the importance of English around the world, and an English language teacher has to keep updated with the changes and innovation in his field. Professional development is pivotal as a foundational element in teachers' development and to stay abreast with the rapidly evolving field of ELT for being an effective foreign language teacher (Luke & McArdle, 2009). Various reasons of a teacher's participation in a CPD program which include an interest in lifelong learning, a sense of moral obligation, a felt need to enhance teaching skills, an institutional requirement, and/or for career advancement Golding and Gray (2006) and Jasper (2006).

In the EFL/ESL context, different aspects of paradigm shift in second language teacher education (Jacobs & Farrell, 2001) have rendered CPD urgent for teachers, who are largely influenced by traditional models of teaching (Leu, 2005). An English language teacher needs to manage classroom activities effectively and to have a good deal of knowledge and comprehension of many factors and variables that control and govern the process of learning and teaching in the classroom situation. The need to develop professionally as English language teachers necessitates an active engagement in the learning process in which numerous development activities for English language teachers have become useful for the purpose of self-development (Karaaslan, 2003, p.4). Previous research has demonstrated the value of CPD that actively involves practicing teachers in the process of learning (Kerka, 2003; Muijs & Harris, 2003; Hargreaves & Fullan, 1998; Darling-Hammond & McLaughlin, 1995; Sparks & Loucks-Horsley, 1990).

On the other hand, professional development means helping teachers grow in their profession which is a constructivist perspective to learning. Richards and Farrell (2005) use the terms training and development in the same context. They think training means preparing teachers for the teaching task, teaching situations, material adaptation, and grouping learners. However, development involves teachers' knowledge of themselves and of their teaching situations and "it often involves examining different dimensions of a teacher's practice as a basis for reflective review" (Richards & Farrell, 2005, p. 4). Another important aspect in professional growth is continuity as it is a lifelong process. Little (1993) stated that professional development offers meaningful, intellectual, social, and emotional engagement with ideas, materials, and colleagues both in and out of teaching.

According to Freeman (1989), professional development is a strategy of influence and indirect intervention that works on complex, integrated aspects of teaching. The purpose of development is for the teacher to generate change through increasing or shifting awareness (Giraldo, 2014). Richards and Farrell (2005) further clarifies the concept of professional development that it serves as a longer-term goal and growth of teachers' understanding of teaching and of themselves as teachers. These goals may include: Understanding the process of language development, understanding change in teachers' roles according to the kind of learners, understanding the kinds of decision-making during lessons, reviewing one's own theories and principles of language teaching, developing an understanding of different styles of teaching, and determining learners' perceptions of classroom activities. In this regard, over the past twenty years, there have been a considerable amount of research in nature, effectiveness and impact of teacher continuous professional development as the CPD frame work (MOE, 2009b).

Moreover, researches have shown that a very strong agreement has emerged around a number of key themes, principle and approaches of CPD. For instance, teacher CPD is not mandatory in most countries of the world. However, this voluntary nature is increasingly changed. Both developed and developing country governments are introducing legislation concerning CPD and linking it to career structure and appraisals. The legislation also concerns on terms and conditions of service such as minimum teaching and minimum CPD time (schwille, Le, Leu, et al 2005, MOE, 2009).

The Ethiopian government has been attempting to introduce teacher CPD among primary, secondary schools, higher diploma programme /HDP/ and in tertiary level since 2005. When the CPD first started, it was designed to be modular in approach which involves courses developed at national level. The new teachers whose experiences are one or two are required to work through the induction courses; whereas, teachers whose experiences are two years and above should be expected to carry out proper CPD Programme which consist of three course books produced at national level (MOE,2009b).

Then at the end of three years of CPD, an impact study was carried out by Haromaya University in 2008. The aforementioned study and some other international research findings, the MOE of Ethiopia has adapted a new framework since 2009. The newly introduced CPD approach proposes that CPD should be based more on school and teachers. At the same time it should be

more locally based instead of being its approach modular which was top down in its nature (MOE, 2009).

On the behave of that, reflective teaching is for teachers who are willing and able to reflect on the origins, purposes and consequences of their actions, as well as materials and ideological constraints and encouragements embedded in the classrooms, schools, and social contexts Carr and Kemmis (1986). These goals are directed toward enabling teachers to develop the pedagogical habits and skills necessary for self directed growth and toward preparing them, individually and collectively to participate as full partners, in their making of educational policies.

According to Armstrong and Savage (2002), cited in Schunk (2012), reflective teaching is an approach to teaching based on thoughtful decision making that in to account knowledge, about students, the context, psychological process, learning and motivation and knowledge about oneself. Furthermore, reflective teaching is assumed to have a benefit for teachers to improve their understanding of teaching and the quality of their own teaching by reflecting critically on the teaching experiences there by develop their skills of considering the teaching process thoughtfully, analytically and objectively as a way of improving classroom practices and professional competence.

According to the UNESCO (as cited in Daniel, Desalegn and Girma, 2013), teachers in the present Ethiopia are expected to be reflective and change oriented to meet the government and public demands for quality education. They are expected to consider the dynamic nature of the learners and the society. This situation signifies that the importance of continuous teacher professional development in aiming at improving the teaching learning process. Thus, the study appears to be very timely investigating the effects of school CPD activities and approaches to enhance teachers in general, EFL teachers in the case of this study in particular to be reflective practitioners.

1.2 Statement of the Problem

Continuous professional development (CPD) tasks have been accomplished by all teachers of elementary and secondary school levels in Ethiopia. Thus, this study focused on investigating the level of participation in CPD activities and reflective practice by secondary and preparatory

schools English teachers. The two main variables are EFL teachers' participation and reflective practice of CPD activities. Both variables are the result of awareness and belief of these teachers. Besides, challenges are apparent when EFL teachers participate and reflect their actual practice at school levels. Professional development consists of all natural learning experience and those aware and planned activities which are intended to be direct or indirect benefits of the individual, group or school and which add the quality of education at large. When we think of those planned and systematically guided professional development which focus on job embedded responsibilities, it should be concerned with how they construct their professional identities in ongoing interaction with learners as (Schohn 1987) by reflecting on their professional action in their classroom practice and adopting them to meet the students expressed on implicit learning needs. In this vein, Ethiopian ministry of education has embarked on the implementation of the new framework for teachers CPD programme which will be assumed to impact upon classroom practices to ensure improved students learning and achievement (MoE, 2009).

It is assumed that the other goals can be achieved through needs based program of all teachers to improve their knowledge, skills and attitudes that they become more effective classroom practitioner and contribute positively to community development at large. According to needs analysis researches of MOE, teachers and regional bureau officials in all regions of the country resulted in several recommendations that points the aforementioned CPD framework. Among those recommendations, there is suggestion that CPD should deal with the subject-specific needs of teachers and their desire to improve their competence in the use of English (Elmore, 2002; Fullan, 2007). This is due to the role of English as a global language, examining professional development programs and teachers beliefs about CPD seems to be an essential issue. Furthermore, it is agreed that English plays a fundamental role in education system in Ethiopia for its academic and professional importance. Moreover, among other things, which contribute to the quality assurance of education, English knowledge and competency of both teachers and students is paramount.

In an attempt to assess teachers' efforts using CPD program in South Africa and Ethiopia, there are some international and local studies like Álvarez and Sánchez's (2005), Ariza and Ramos (2010), Demissie (2008), Ashebir (2014), Gizaw (2006) argue that many teachers still hardly apply the school CPD activities. In Álvarez and Sánchez's (2005) study found that the teachers

were aware of their teaching practices and of the need to update themselves continuously. In CPD, the participants had a chance to share pedagogical ideas. In activities, the teachers played the role of learners, a technique that was meaningful for them and affect learners. Ariza and Ramos (2010) conducted an action research study and found that the teacher study group (TSG) allowed the participants to make connections between theory and practice, and provided them a space to receive colleague support for problematic areas in their own teaching contexts.

According to Demissie Onkaye, (2008) teachers do not participate in networks or projects that provide opportunity for professional development, to take part in lesson observation, to discuss with colleagues, or pupils to reflect on working practice, to conduct action research, and other investigations. As the study, absence of collegial collaboration, lack of necessary support from the school principals, lack of financial resources, lack of required knowledge and experience and time constraint found to be relatively the major challenges affecting the implementation of school CPD activities. Another study conducted by Gizaw,(2006) puts across as school CPD has little effect on teachers classroom practice, utilization of participatory approach of teaching, improve professional knowledge and skills.

Ashebir, (2016) found that the school teachers and management bodies spend most of their time in teaching and learning activities and other administrative issues rather than effectively implementing CPD activities like: planning CPD activities based lesson, lack of observation of CPD activities based lesson, absence of team teaching, and lack of curriculum meeting and these resulted in low achievement in grade ten and twelve students result and unmotivated teachers, weak participation in CPD , and low student performance are common problems Ashebir, (2016). These and some other research result shows that the implementation of the school CPD activities are not given this much emphasis. Teachers and school principals give priority for the formal training and upgrading their careers outside their regular work, rather than keeping abreast with frequent change in which every professional teacher participate in their career as a teacher.

Ashebir (2014) revealed that due to the expansion of education and large class sizes, teachers still relied largely on teacher centered methods and school CPD activities are very poor. Though, there are many studies focus on impacts, challenges and practices of school CPD, in increasing

students learning, there is limitation in the studies in investigating school CPD activities in increasing teachers' reflective practice. Thus, the researcher feels that there is a vital need for an increasing of school CPD activities enhancing teachers to be reflective practitioner that a teacher can acquire knowledge and skills to make students learn best. It is still the researchers' belief that the mentioned challenges can be best achieved by transforming teachers from traditional way of thinking and acting in to becoming reflective and self directive practitioners through continuous professional development activities.

As far as the current researcher's practice /training/ and conducted researchs concerned, EFL teachers' participation in the school CPD activities and their reflective practice in secondary and preparatory schools of Gibe Woreda in Hadiya Zone, SNNPR was the main focus. Based on the researcher's experience, and as the researcher was an English teacher in different schools including Homecho Secondary and Preparatory School, he had seen that the participation in school CPD activities and reflective practice of EFL teachers, no due emphasis was given for CPD activities and reflective practice to improve the learners' English language competence . This is meant that EFL teachers have the great role to improve the language competence in teaching learning process using different training. Therefore, the teachers' CPD program is the best opportunity in which they can improve the language competence of the learners in their teaching learning process. As English language has its own strategies, techniques, rules to develop the language competence, the sampled EFL teachers didn't not support themselves properly with CPD activities like: action plans, diaries, team teaching, reflective practice and like, so the researcher put it as a sensitive gap.

Due to this, the present researcher is interested in dealing with the issue by conducting a research to fill the existing gap by showing what the participation in school CPD activities and reflective practice of them. Since the way of taught or practiced in the schools has a direct or indirect effect on students' learning abilities, it should be studied and improved. Finally, the researcher decided to investigate the school CPD activities in promoting teachers' reflective practice. Therefore, this study is designed to find out answers for the following key research questions.

1. What is the level of secondary and preparatory schools EFL teachers' awareness of the reflective teaching in principles and concurrent tasks of CPD activities?
2. What are the Major school CPD activities frequently used by English teachers?

3. To what extent do CPD activities encourage the secondary and preparatory schools EFL teachers' in applying reflective practice?
4. What are the challenges encountered by English teachers in implementing their CPD activities and reflective practice?

1.3 Objectives of the Study

1.3.1 General Objective

The main objective of the study was to investigate EFL teachers' CPD activities and their reflective practice in secondary and preparatory schools.

1.3.2 Specific Objectives

The specific objectives of the study were to:

- identify the level of EFL teachers' awareness of the reflective teaching in the principles and activities of continuous Professional development
- identify the school CPD activities that frequently used by English teachers
- decide the extent to which the school CPD activities enhancing EFL teachers' reflective practice
- find out the challenges English teachers face in using reflective practice in their CPD activities

1.4 Significance of the Study

The researcher expected that the findings of the study may help teachers of the sample schools to discover their own strength and weaknesses in implementing CPD activities in their respective schools. The findings of this study may give up to date information particularly, for English language teachers, school principals and education officers relating the CPD activities to promote teachers' reflective practice, thereby enhancing the quality of their respective practices. Primarily, it may have importance for EFL teachers to have a better understanding about reflective teaching. It may also help EFL teachers to have a better picture about the link between CPD activities and reflective teaching. Similarly, this study uses for administrative bodies to

have necessary information about reflective practice and its role in teacher's professional growth. Also this study may benefit other researchers who want to conduct research in the same or related topics in depth.

1.5 Delimitation of the Study

To make the study more manageable, geographically the study was delimited to three secondary and one preparatory schools of Gibe Woreda in Hadiya Zone, SNNPR. The participants in this study were only English teachers of the schools. The study was also delimited to the investigation of school CPD activities in increasing teachers' reflective practice. The variable such as involvement in CPD activities is the result of the awareness, perception and practice. Therefore, the study is delimited on the variables such EFL teachers' awareness, perception, practice and reflection.

1.6 Limitations of the Study

Some of the challenges that encountered during the study were the respondents have shortage of knowledge about CPD activities in which they organize in their portfolio, shortage of time for respondents to return the questionnaire back, the respondents' misunderstanding of the questionnaires' messages, respondents' unwillingness to return the questionnaire even though they return back, and the schools have not necessary secondary sources for document analysis. Moreover, the researcher had initially planned to audio record the interviewees. However, many of the instructors were found reluctant to be recorded. Despite such challenges confronted, the researcher tried his best to collect the right information that helped to deduce relevant conclusions.

1.7 Key Terms and Abbreviations

CPD: A program that is delivered at school level to improve the teachers knowledge, competence, skill and attitude centered on the local context and particular classroom practice (MOE, 2009).

CPD activities: range of experiences or activities which contribute to teachers' professional development.

Mentoring: An activity in which more experienced teachers serve as a role model, counsel or be friends to less skilled or less experienced teachers after they complete the induction program.

Reflective practice: It is an approach in which student teachers or working experienced teachers analyze their own practice and its underlying basis.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Every scientific study should be mainly conducted on the basis of theoretical, empirical and conceptual backgrounds to defend and support the argumentation about the study being observed. The undertaking of the present study is based on the discussion of the following frameworks: concept of CPD, rational of CPD, theoretical basis of CPD, facets of CPD, historical backgrounds of reflective practice, and some other.

2.1 Definition of CPD?

Teachers' CPD is generally viewed as a way for the improvement of learning and teaching. Bolam (1993) defines CPD as „any professional development activities engaged in by teachers which enhance their knowledge and skills and enable them to consider their attitudes and approaches to the education of children, with a view to improve the quality of the teaching and learning process“.

Gordon (2004) has similar views about the purposes of CPD. He also outlines three core purposes of CPD, which are: Improvement of teaching and learning, in terms of curriculum development, restructuring, and instructional development, improvement of school-parent collaboration and improvement of student assessment.

CPD refers to any activity, formal or informal, that helps you develop your skills and knowledge, and enhances your professional practice. Diaz-Maggioli (2004), stated that there are many ways CPD can be accessed and delivered, including:

- ❖ training courses and workshops
- ❖ studying for a qualification or accreditation
- ❖ online courses/webinars/podcasts
- ❖ observation (as either observer or person being observed)
- ❖ shadowing a colleague
- ❖ mentoring
- ❖ peer group exchange, e.g. via Teach Meets/ Twitter groups/ Google groups/professional exchange

- ❖ visiting other schools/colleges
- ❖ attending exhibitions and conferences
- ❖ international visits and exchanges
- ❖ Self-reflection, personal reading or research.

2.2 Rationale for Professional Development

In recent years, there has been a growing importance of teachers' professional development. This is because the rapid changes which demand for higher standards calls for improving competency and skills of teachers required coping up with different roles, skills and behaviors. In this regard Avalo (2002) states that teachers education and training should move away from preparing teachers simply to manage curriculum and produce specific learning results towards focusing on leading to an understanding of the wider social and cultural world in which teachers work. Teacher education and training programs, according to Long and Reigle (2002) should aim at developing teachers who have the capacity to consider evidence according to the reasoning process and critical methods.

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Other scholars (Pollard, 2005; Villegers Reimers, 2003, Heo et al 2003;Deiz, 1996; Eraut, 1994; Wiallance, 1991; Richards 1991) also emphasize the importance; they pointed out that professional development offers a great deal of professional fulfillment and enables teachers to build a higher levels of expertise, it is undertaken, in sustained way with like-mind colleagues. Similarly, Villegaes-Reimers (2003) also said that professional development experiences have a noticeable impact on teachers work both in and out of the classroom.

When we come to the particular case of EFL teachers, professional development is very crucial because: (1) the growing role of English language teaching in the world requires many more teachers who teach English effectively and efficiently. (2) The wider understanding of language learning and language teaching have expanded our view of language teaching to focus on communicative competence rather than providing students with knowledge about language (Brown, 1994). (3) Training paradigms in academic and professional circle are changing. Links between academic and professional preparation are fading. Today, academic work in almost all fields of study is increasingly linked with real-world professional experience. ELT is no exception. (Ricahrd and Lockhart, 1994)

Effective English language teachers who are self directed and want to understand the complexity of their task and that of their students are obliged to look carefully at their professional development in order to improve their experience in classrooms.

2.3 Theoretical Basis of Professional Development

As mentioned earlier, professional development can happen in formal and informal settings, intentionally or unintentionally. Many studies argued that much of the competence acquisitions in adults are acquired through informal learning (Vail, 1998 quoted in Arnold 2005). However, learning concepts and theories are too often based on the formal type of learning and learning processes and not so much on the informal learning. Arnold stressed the need for a more focused study and understanding of the “informal and self guided learning process in daily life, in the work environment and in real life practices.”

Regarding the theoretical basis of professional development of teachers, in general, sulman (1987) proposed six (6) dimension of teachers knowledge: knowledge of educational ends, knowledge of educational contexts, general pedagogical knowledge, knowledge of learners, subject matter knowledge and methodology knowledge; whereas the knowledge base of second language teacher, Richards (1998) also suggested six dimensions: the knowledge of theories of teaching and learning (theoretical basis), teaching skills (teacher’s repertoire), communication skills, and language proficiency subject matter knowledge, pedagogical reasoning and decision making (complex cognitive and problem solving skills), contextual knowledge (educational settings and linguistic policies).

Thus, EFL teachers' professional development needs to go in line with helping them to cope with different roles, skills and knowledge's required of them. Furthermore, teacher professional development activities are required to acquaint them with contemporary approaches, theories, methods, techniques and procedures. In this respect, Brown (2007) states that second language learning basically passed through three historical schools of thoughts. (1) Structural linguistics and behavioral psychology from early 1900s, 1940s and 1950s. (2) Generative linguistic and cognitive psychology 1960s, 1970s and 1980s. (3) Constructivism- 1980s, 1990s 2005 and until now.

However, constructivism is hardly a new school of thought, it is founded basically on the relatively earlier works of Piaget (1954, 1955, 1970), Dewey (1933), Vygotsky (1978). Yet, Brown (2007) in a variety of post structuralism theoretical positions, constructivism emerged as a prevailing paradigm only in the last part of 20th century, and is now almost orthodoxy. A refreshing characteristic of constructivism is its integration of linguistics, psychological and sociological paradigms. Similarly, there are two fundamental braches of constructivism: cognitive in which emphasis is placed on the importance of learners constructing their own representation of reality.

“Learners must individual discover and transform complex information if they are to make it their own, suggesting a more active role for students in their own learning than is typical in many classrooms” (Slavin, 2003:157) as cited by Brown (2007). The other branch is social constructivism emphasizes the importance of social interaction and cooperative learning in constructing both cognitive and emotional image of reality. Spivey (1997:24) noted that constructivist research tends to focus on “individual engaged in social practices ...on collaborative group [or] on a global community.”

Therefore, when we apply this perspective on learning to teaching, we are required to understand that, constructivist classrooms differ from traditional classrooms, in several ways (Brooks and Brooks, 1999). In traditional classes, basic skills are emphasized. The curriculum is presented in small parts using text books and work books. Teachers disseminate information to students didactically and seek correct answers to questions. Assessment of student learning is distinct from teaching and usually done through testing, students often work alone.

On the other hand, in constructivist classroom, the curriculum focused on big concepts. Activities typically involve primary sources of data and manipulate materials. Teachers interact with students by seeking their questions and point of views. Assessment is authentic; it is interwoven with teaching and including teacher observations and student portfolios, students work in groups. In this regard, the basic thing is to structure the learning environment such that students can effectively construct new knowledge and skill (Schuh, 2003).

2.4 Concepts of Teacher's Continuous Professional Development

It is very difficult to get specific definition of teachers' CPD as it is varied from different educational traditions and contexts. Different scholars call it variously, teaches' development, in service education and training, (INSET), staff development, career development, human resource development, continuing education and lifelong learning. These terms are widely used interchangeably, with the term professional development (Naziha, R. 2010).

According to Harmer (2001) professional development may be a move from unconscious incompetence to conscious competence. In order for this to happen, we have to become aware of our incompetence and know that we are in better. Most definitions of CPD emphasize its basic purpose as be in acquisition of subject or content knowledge and teaching skills (Holye, 1980, Jocyce and shiwers, 1980) as cited in Day (1999). Furthermore, Day (1999:4) goes beyond those definitions given by the aforementioned educators that professional development consists of all natural experience and those conscious and planned activities which are intended to be direct and indirect benefit to the individual, group or school and which contribute through these to the quality of education. It is the process by which the individual alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of technology and by which they acquire and develop critically the knowledge, skill and emotional intelligence essential to good professional thinking, planning and practice with children.

Diaz-Maggioli (2004) defines CPD as on-going learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students. Professional development is not a one-shot, one size-fits all event, but rather an involving

process of professional self-disclosure, reflection and growth that yields the best results when sustained over time in community of practice and when focus on job embedded responsibilities, professional development is concerned with specifically on how teachers construct their professional identities in on-going interaction with learners by reflecting on their action in the classroom and adapting them to match the learners implicit learning needs.

With respect to the other professional development, the concept of English language teacher development, on the other hand, focuses on the individual teacher- on the process of reflection, examination and change which lead to doing a better job and to personal and professional growth (TESOL quarterly, vol.16.1982). This shows that English language teacher education can never be considered a onetime short experience. The concept of continuing professional development program and engagement in its activities for teachers is of great importance. In general, although definitions and concepts of teacher professional development may be somewhat different as scholars perceive it from various perspectives, they all those a common view that teach professional development can be brought to teachers as opportunity to upgrade or apply their knowledge or it can be what teachers need and try to obtain or explore by their experience.

In other words, the term “teacher professional development” goes beyond the meaning of a staff development or “in service training”, it includes both formal and informal means of helping teachers to master new skills and techniques widen their knowledge, develop innovative insights in to their pedagogy, their practice and their understanding of their own needs.

2.5 Facets of CPD Activities

CPD takes place in various methods and it can be designed in upgrading and updating programs. It also includes short courses, participation in CPD seminars (workshops, conference attendance, school/classroom/ based-research and partnership with universities or external consultants. The different modes of CPD place different emphases on the teachers and learners role. Furthermore, the following CPD models were discussed in the study as: training model, deficit model, cascade model, standard-based model, coaching model, community of practice model, action research model and transformative model. The different modes of CPD place different emphases on the teachers and learners role, the process as well as the context of learning. Liberman, 1996; MoE, 2010). Furthermore, Kennedy (2005) also described nine models of CPD:

1. **Mentoring:** It is concerned with on job practice and it is a means of promoting the new teachers' involvement in professional learning. It emphasizes progression from guided to independent practice.
2. **Action research model:** This is relevant to the classroom and enables teachers to experiment with different practices (Burbank and Kuach, 2003 cited in Kennedy, J. (1996)).
3. **Transformative model:** Involves the combination of a several types of previous models, with a strong awareness and control of whose agenda is being addressed. In general, participating in CPD can involve formal and informal session. It is essential that this session are linked together to form coherent programme. The methods and activities should go in line with improving teachers' professional competence and contributes to updating their performance.
4. **Coaching/mentoring/ model:** Covers a variety of CPD practices that are based on range philosophical promises. However, the defining characteristic of this model is importance of one to one relationship, generally between two teachers which is designed to support CPD.
5. **Community of practice model:** There is a clear relationship between communities of practice and mutually supportive and challenging form of coaching or mentoring model mentioned above. The basic difference between the two is that community of practice generally involves more than two people.
6. **Cascade model:** Involves individual teacher attending training events and then cascading or disseminating the information to colleagues.
7. **Standard-based model:** belittles the notion of teaching as a complex, context specific political and moral endeavor, rather it represents a desire to create a system of teaching and teacher education.
8. **Training model:** focus on skills with expert delivery and little practical focus. Supports a skill- based technocratic view of teaching where by CPD provides teachers with the opportunity to update their skills in order to be able to demonstrate their competence.
9. **Deficit model:** this looks at addressing short comings in an individual teacher.

2.6 Overview of Teachers' CPD Program in Ethiopia

Within the framework of the 1994 education and training policy, the government of Ethiopia launched a serious of education sector development program (ESDP) in order to improve

education quality and expand access for education. To treat issues related with teachers' qualification, In-service teacher education program, the teacher education system overhaul (TESO) program was undertaken. On the basis of TESO report, a thorough revision to modernize teacher education system was done. In a relation to this, teacher development program (TDP) was launched in 2005 (MOE, 2005:21). Teachers' development program emphasize on improving the quality of education by designing different teacher supporting activities and modernizing both pre-service and in-service training of teachers. As a result CPD program haunches as one aspect of TDP and has been implemented both in primary and secondary schools of Ethiopia since 2005. School CPD has been introduced with two components: a two years induction program for new teachers and proper CPD for those who are already in the system. Each teacher is expected to complete a minimum hours CPD time per year.

2.7 Importance and Features of Effective CPD

Well-crafted and well-delivered CPD is important because it delivers successive benefits at every level within the education system

The education professional: Whether you are a teacher in a local primary school, a lecturer in an FE college, the head teacher of a large secondary school or a part-time learning support assistant, regularly updating your knowledge and skills can help you remain competent, effective and innovative in your role Craft (1996). The opportunity to access structured training and learning based on your needs and the needs of your learners can also:

- ✓ enhance your confidence and motivation
- ✓ contribute to your career development as you become more effective in your workplace
- ✓ allow you to consolidate and demonstrate your professionalism, both to yourself and others; indeed, ongoing CPD can be seen as the hallmark of the professional.

Learners: The quality of teaching is recognized as one of the most important factors in determining learner outcomes. In other words, a good teacher will achieve better results from their learners than a poor one and vice versa.

CPD is central to helping you secure high standards of teaching. It also helps you keep your professional practice fresh, up-to-date and stimulating.

When your practice has these qualities, you are more likely to feel inspired, inspire others and teach effectively, thus enabling your learners to achieve their best.

Good workplace CPD, which is built on the factors outlined, also enables you to reflect on what you are doing, try new approaches and, in doing so, improve learning outcomes for your students.

Your workplace: If access to effective CPD encourages you to be more confident, motivated and inspired, giving you the reward of greater professional satisfaction, then it follows that the more of your colleagues who feel this way, the greater the positive impact will be on the ethos in your school or college. The use of CPD can encourage and promote a learning culture with staff helping to exemplify to students that learning is a valuable, enjoyable, lifelong activity. A more fulfilled workforce can also have a positive impact on staff commitment and retention as people feel valued and invested in.

The education sector and others: CPD can give parents, the wider public, the teaching community and the education sector confidence that teachers, lecturers, trainers, tutors and assessors are continuously improving their skills, knowledge and expertise. ATL also believes that giving education staff an entitlement to high-quality training appropriate to their current career stage and professional aspirations is the best way to achieve a self-sustaining education system, which will provide the most effective education for children and young people.

CPD and workload: ATL knows there are barriers to education staff trying to access regular, high-quality CPD. Failure to properly identify teachers' needs is one, while lack of funding is another. Punitive performance management systems can also inhibit staff from requesting CPD in case it is seen as a failing. We also know that if you are part-time, a supply teacher or a member of support staff then you can find it difficult to access training, as can those who teach certain subjects, such as religious education.

Perhaps the biggest barrier, though, is workload. ATL members feel they are too busy to attend a course, find time to reflect on their practice or trial a new teaching method. The irony is that accessing CPD can play a key role in enabling you to adapt positively to changes in your work or

the education sector's requirements. CPD can also help you manage your time better (see ATL's factsheet on time management at www.atl.org.uk/abouttime) and work more efficiently.

Most importantly, the confidence and motivation gained from accessing regular, high-quality CPD can help you engage in informed discussions about what you are expected to do (and not do), enabling you to focus your work on what really matters for students, and reducing unnecessary workload for yourself and your colleagues.

ATL's CPD programme: ATL believes that education staff should have access to CPD at every stage of their professional career from their initial teacher education, early professional development and beyond. Our CPD programme offers courses at both national and regional level designed to meet our members' needs and help them develop their practice and cope with the demands of their job.

We also believe that professional development is most effective when senior teachers and managers lead by example in promoting and engaging in professional development, which is why we run courses specifically for our leadership members. Information on all of our courses can be found in our Learning Zone Craft (1996). Whichever form your CPD features, evidence shows that the most effective CPD is:

Personalized: built yourself on your identified needs and requirements rather than a one size fits all approach.

Relevant: relates to your teaching theory and/ or subject specialism and the needs of your learners.

Sustained: New skills and ideas need time to take hold; experimentation and refinement is the best way to embed new ideas into your classroom practice.

Supported: by coaching or mentoring from experienced colleagues, either from within or from outside your school.

Collaborative: while teaching could be seen as a solitary profession, collaboration with your fellow teachers and colleagues has been identified as one of the most relevant features required for teacher learning.

2.8 Challenges that Affect Teachers' CPD Implementation

Different authors stated various obstacles that hamper effective implementation of school CPD program for instance, Rober, (1998) cited in Bland ford, (2000:81) identified that following possible obstacles to turn CPD program. Failure on the part of teachers to the intention with a program; resistance among teachers who feels that proposed changes are a threat to how they normally do thing; lack of expertise on the part of the staff development functionally which may pose problem in the design, delivery and evaluation of a program; refusal to attend workshops and meetings. Lack of commitment on the part of the school management team: Lack of opportunity to implement what has been learnt, and unavailability of appropriate resource etc.

Fullan (1987) cited in Jack and Hanson (2010) states four crucial factors hindering for successful implementation of teacher professional development as follows: redefinition of staff development as a process of learning, the role of leadership at the school level, the organizational culture, at the school level and the role of the external agencies, especially at the local and regional levels.

According to Schiff et al (1997), cited in Abebe, (2010:35), the factors that influence the practices of CPD are classified in to three groups: context, process and content. They argued that quality professional development is a dynamic and fluid process. If appropriate structures are put in place (context), a variety of best practices (processes) are used and appropriate knowledge and skill acquisitions are occurring (content), then professional development will impact student achievement.

According to Villegas-Reimer (ibid) the relevance of contextual factors and the non-existent of a non fits-all model as there is no single form or model of professional development better than all other which can be applied successfully in any institution or context. Schools and educators must evaluate their needs, cultural beliefs and practices in order to decide which professional models would be most beneficial to their particular situation. It is clear in the literature that different challenges faced by teachers within a work place, such as school culture and structure, influence the teachers' sense of efficiency and professional motivation.

2.9 Historical Background of Reflective Teaching

Since the early 1990s, research on foreign language teacher professional development has revealed a shift from an idea of teaching as the application of proposed methods to one that is predicated on reflective practices and classroom research (Kinging, 1995, Medonough, 2006, Wildner-Basset, 1992). These directions are influenced by the work of Schon (1983) on the “reflective practitioners” and that of All right, cocks and others. This movement beyond training methods at all levels of foreign language teacher education and professional development summed up by representative title “reflective teaching” (Terenc, 2008).

According to Richard and Schmidt (1996) reflective teaching is recent trend in second language teaching. It is a movement away from “methods “and other “external” or “top down” views of teaching toward an approach that seeks to understand teaching in its own terms. Such approaches often starts with the instructors themselves and the actual teaching process, and seek to gain a better understanding of this process by exploring with teachers that they do and why they do it. The result is the constructions of an “internal’ or “bottom up” view of teaching. The approach is often teacher initiated and directed because it involves instruction observing themselves, collecting data about their own classrooms and their role within them, and using that data as a basis for self- evaluation for change, and hence for professional growth.

2.9.1 Definition reflective teaching

Different scholars in the field have forwarded definition of reflective teaching (Cruickshank, 1984; Zeichner and Liston, 1985; Carr and Kemmis 1986) cited in Bastlett (1990); Richards and Renandya (2002:23) Carr and Kemmis (1986), for instance, state that reflective teaching is for teachers who are willing and able to reflect on the origins, purposes and consequences of their actions, as well as materials and ideological constraints and encouragements embedded in the classrooms, schools, and social contexts in which they live. These goals are directed toward enabling teachers to develop the pedagogical habits and skills necessary for self directed growth and toward preparing them, individually and collectively to participate as full partners, in their making of educational policies.

According to Armstrong and Savage (2002), cited in Schunk (2012), reflective teaching is an approach to teaching based on thoughtful decision making that in to account knowledge, about students, the context, psychological process, learning and motivation and knowledge about oneself. Furthermore, reflective teaching is assumed to have a benefit for teachers to improve their understanding of teaching and the quality of their own teaching by reflecting critically on the teaching experiences there by develop their skills of considering the teaching process thoughtfully, analytically and objectively as a way of improving classroom practices and professional competence.

2.9.2 Reflective Teaching in the Paradigm Perspective

As mentioned in the earlier section of this paper, a number of learning researchers have shifted even more toward a focus on the learners. Rather than talk about how knowledge is acquired, they focus on how it is constructed. Although these researchers differ in their emphasis on factors that affect learning and learners' cognitive processes, the theoretical prospects they espouse may be loosely grouped and referred to as constructivism (Schunk, 2012). A constructivist approach seeks to connect theory to practice and views the students as “thinker, creator and constructor.” Integral to a constructivist theory of learning is creative problem solving (Henderson, 2001). Similarly, reflective teaching which is an inquiry approach that emphasis an ethic of care, came in to being on the ground of constructivism paradigm, critical theory and meta cognition which focus on relativist ontology, transactional epistemology, hermeneutic, dialectical methodology.

2.9.3 Characteristics of Reflective Teaching

Henderson (1996) cited in Schunk (2012), listed four characteristics of reflective teaching: (1) Teaching decisions must be sensitive to the context, which includes the school, students' backgrounds, and time of the year, educational expectation and like. (2) Guided by fluid planning this means, instructional plans must be flexible and change has conditions warrant. Informed by professional and personal knowledge that is critically examined. (3) Enhanced by formal and informal professional growth opportunities.

In this case of second language teaching, Lange (1990) states that several areas of knowledge exemplified by certain characteristics that reflective teaching requires the interaction of the following five elements:

1. Competence in second language
 - Ability to use the language skills
 - Knowledge about language, language use, the culture and their interrelationship
 - Knowledge of how second language are learned and acquired
2. Understanding of how the target language is thought.
 - Knowledge both the theoretical and practical bases for knowledge teaching and learning in schools.
 - Knowledge of both the theoretical and practical bases for teaching any subject.
3. Practice in the application of knowledge about subject and teaching in teaching situations.
 - Planning how to teach language
 - Development of alternatives in teaching any aspects of language.
 - Practice in teaching integrative way
4. Opportunities to reach understanding of both the art and the craft of teaching
 - Observation of how others teach in tutoring, peer teaching, micro teaching
5. Evaluation of teaching
 - Examination of the appropriateness of assumptions about teaching, strategies for the particular schools, individual students and groups
 - Knowledge and use of existing tools for the evaluation of student progress in learning and use of language.

According to Sandra (2007), there are four basic characteristics of reflective teachers. Reflective teachers attempt to solve classroom problems: Generally teachers' reflections arise from classroom problems they face. Reflective teachers begin by identifying classroom problems. Then they solve a particular problem by gathering information that will help them deep with this problem. Reflective teachers are aware of their beliefs and values they bring to teaching: as was pointed out earlier, teachers bring to classroom beliefs they have about teaching and learning based on educational experiences, their knowledge of educational practice and their personal values.

Reflective teachers take part in curriculum development and are involved in school change effort: Reflective teachers realize that what they do is part of a large educational context. Hence, they participate in over all curriculums planning, and they are involved in school changes and school improvements that lead to more effective teaching and learning. Reflective teachers take responsibility for their own professional development: reflective teachers realize that becoming a more effective teacher involves continually learning more about the content they teach and about effective pedagogical practices. Because of this, they participate in different continuous professional development activities. This may include both upgrading and updating or it may formal and informal ways. Similarly, they also contribute to the process of professional development of other.

2.9.4 Process of reflective teaching

Before we come to explain the process of reflective teaching, it is a good idea to clarify what reflective is. According to Richard and Schmidt (2002), reflection is a process of thinking back on and considering experiences, in order better to understanding the significance of such experience. Nunan and Lamb (1960:120) state that reflecting on one's teaching is an essential component in the life long process of professional growth. They further add that reflective teachers are capable of mentoring, critiquing and defending their actions in planning, implementing, and evaluating language programmes. Similarly, Wallace (1991:49) offers a visual model of reflective teaching.

A key component of this model is the reflective cycle, a term which Wallace explains as being short hand way of referring to the continuing process of reflection on received knowledge and experimental knowledge in the context of professional action. Received knowledge, according to Wallace, is that body of information and skills which the profession recognizes and promotes as valuable, where as experimental knowledge is often tacit understanding of teaching and learning which teachers develop through their own experiences.

In this respect, Kolb (1984) presented the experiential learning cycle in the following manner (1) Concrete experience /doing/ having an experience. (2) Reflective observation /reviewing/ reflecting on the experience. (3) Abstract conceptualization /concluding/ learning from the experience. (4) Active experimentation /planning /trying out what you have learned. Similarly,

Schon (1983) captures two essential concepts regarding how teachers reflect on how they reflect on their teaching. The first, he calls reflection in action. It is a reflection on one's spontaneous ways of thinking acting, undertaken in the midst of action to guide further action. This kind of reflection is what teachers do on their actual activities in the classroom as they evaluate their own and students' reactions to the moment by moment activities and interactions.

The second concept is reflection on action is after the event: it is a kind of meta-thinking about what happened; reflecting on the decisions teachers made, reflecting on the students' and their own responses and on their own thoughts and feelings about the lesson, and working out their reaction to it all. Burns (2010) Furthermore, the process of reflection in teaching arises from different self inquiry questions (what, why, and how), Borton (2009) points out that there are three central questions underpinning reflective teaching (what do I do? How do I do it? What does this mean for me? And those I work with?) (Mc Taggart and Kemmis 1983; Smyth, 1987) cited in Bartlett (1990) proposed five elements in cyclic manner for the process of reflective teaching, they are: 1. Mapping (what do I do as a teacher?) 2. Informing (what is the meaning of my teaching?) 3. Contesting (how did I come to be this way?) How was it possible for my present view of teaching?) 4. Appraisal (how might I teach differently?) 5. Acting (what and how shall I teach?).

In general, asking such critical questions gives teachers a certain power over their teaching. They could claim that the degree of autonomy and responsibility they have in their work as teachers is determined by the level of control they can exercise over actions. In doing so, teachers can have opportunities to exercise control and open up the possibility of transforming their everyday classroom life.

2.9.5 How does reflection take place?

Many different approaches can be employed, when teachers wish to become reflective. The strategies for teaching reflectively are wide ranging. They include, oral processes of stimulated recall, seminars and discussion groups, journal writing involving written narratives, reflective Logs or teacher dialogues, collaborative investigations through action research, daily writing and self evaluation etc. let's see some of the reflective tools turn by turn.

Diary keeping: is becoming increasingly popular that it is considered as an instrument for methodological reflection and professional development. It has now be used quite widely in both language teaching and teacher-training from a general educational perspective, it is embedded in the increasingly popular paradigm “the teacher as researcher” which emphasis the need for teacher themselves to formulate context specific issues out of the reality of their own classrooms. Furthermore, this move towards a more active role for teachers in classroom based research can be traced back to the 1960s (Hopkins, 1985) and has been particularly, strengthened by Schon (1983) as mentioned earlier the notion of the “reflective practitioner”.

Elliott (1991) comments that a teaching diary can contain observations, feelings, reactions, interpretations reflections, hunches, hypotheses explanations altogether, then, a potentially rich research tools and tools for reflection. Interesting data and necessary details regarding dairy are found to be in Jarvis (1992); Murphy O.Dwyer (1985); Thornbury (1991); Baily (1990) and Eliot (1991) cited in Mcdonough (1994:56). In general, reached professional diaries can serve as reflective and classroom based research tools.

2. 9.5.1 Self Reports

Self reporting includes completing an inventory or check lists in which the teacher indicates which teaching practice were used within a lesson or within a specified period and how often they were employed (Pak, 1985). The inventory may be completed individual or in group sessions. The accuracy of self reports is found to increase when teachers focus on the teaching of specific skills in a particular classroom context and when the self report instruments in carefully constructed to reflect on a wide range of potential teaching practices and behavior (Richard, 1990). Thus, self reports are very important tools for reflective teachers. Similarly, self reports allow teachers to make frequently assess what they are doing in the classroom. Then, they can check to see to what extent their assumptions about their own teaching are reflected in their actual teaching practices.

2.9.5.2 Peer Observations

Peer observation can provide opportunities for teachers to view each other’s teaching in order to expose them to different teaching styles, techniques and procedures. Similarly, it provides

opportunities for critical reflection on their own teaching. In a reflective context, peer observation is not carried out in order to judge the teaching of others, but to encourage self reflection and self awareness about our own teaching (Richards, 1990).

2. 9.5.3 Recording lessons

For many aspects of teaching audio or video recording of lessons provides a more reliable recordings of what actually happened than diaries or self reports. Although many useful insights can be gained from diaries and self reports, they cannot capture the moment to moment process of teaching. Many events happen simultaneously in classroom and some aspect of lesson cannot be recalled. (Richard 1990; Richard and Schmidt, 2002).

2. 9.5.4 Academic Journal Writing

Journal writing is in which teachers write about and describe classroom experiences and use their descriptions as a basis for review and reflection. This is a producer which is becoming more widely acknowledged as a valuable tool for developing critical reflection. (Powell, 1985; Bailey, 1990) cited in Richard: Richard, and Schmidt, 2002).

The goal of journal writing is:

1. To provide a record of the significant learning experiences those have taken place.
2. To help the participant come in to touch and keep with in touch with the self development process that is taking place for them.
3. To provide the participants with an opportunity to express, in a personal and dynamic way, their self development.
4. To foster a creative interaction (Powell, 1985, Baily, 1990)

2.9.5.5 Maintaining Portfolios

Teacher's professional portfolio is a collection of items organized in a file, produced by a teacher to demonstrate his/her professional development (MOE, 2010). As mentioned in different places of this paper, the promotion of reflection is now a day considered to be an important goal in teacher professional development. In a reflective approach to professional development, teachers are required to reflect on their practice in order to understand, evaluate and if necessary modify

it. Further evidence that portfolios can help to develop this vital skill of reflective thinking is provided by Barton and Collins (1993); and Wade and Yarbrough (1996), while Wolf (1991: 129) wrote about the value of portfolios. In conclusion, teaching portfolios can serve three major purposes: evaluation, employment and professional growth. Moreover, professional portfolios help to demonstrate the development of teachers' skills as a teacher and the learning of students and use to show teachers' evaluation and reflection of the CPD activities.

2.9.5.6 Action Research as a Reflective Practice

According to Burns (2010) action research is part of a broad movement that has been going on in education generally for some time. It is related to the idea of 'reflective practice' and "the teacher as researcher" she further states that action research involves taking a self-reflective, critical and systematic approach to exploring one's own teaching context. Different educators offered definitions of action research, for instance. Carr and Kemmis, (1996:220), it is self-reflective enquiry undertaken by participants in order to improve the rationality and justice of their own social or educational practices as well as their understanding of these practices and the situations in which these practices are carried out. From this definition, we can understand that action research is a kind of reflective practice that can be considered as one of the elements of reflective teaching.

In general, nowadays, there is a growing evidence that language teachers from all over the world get immense satisfaction and interest from doing action research, particularly when they can work collaboratively with other colleagues to explore common issues. Burns, 1999; Edge, 2001; Edge and Richards 1993; Mathew, 2000; Rochsantiingshi, 2005; Tinker Sachs, 2002; Wallace, 1998.

2.9.6 Language Teachers as Reflective Inquirers

Reflective practice is a dynamic and spiraling process (Pollard, with Collins, Maddock, Simco, Swaffield, Warin, & Warwick, 2005). It comprises different activities, ranging from lesson planning through lesson and materials evaluation to pedagogical research. In the latter, teacher-researchers systematically collect data, critically analyze and discuss the data and, finally, share

the research outcomes with other colleagues. When teachers share their findings, informed and evidence-based decisions related to language curriculum and pedagogy can be made.

While most teachers do regularly reflect on their lessons and consider what works best in their context, it must be emphasized that classroom-based inquiry requires intentional reflection. Cirocki, Tennekoon and Peña Calvo (2014) point out that intentional reflection “differs from daily reflection in that it is planned, active, persistent, and heightens a teacher’s focus on problem-posing in their classrooms” (p. 27). Bullough and Gitlin (2001) argue that issues explored by teacher-researchers are specific to their own classroom practice, and thus enable teacher-researchers to relate practice to theories of teaching and learning. In this way, teacher research can fill the gap between the theories developed by external researchers and the actual experiences that teachers encounter in their respective classrooms.

Through reflective inquiry teacher-researchers are given the opportunity to contribute to educational reform and grow professionally. Their contributions to the field through publications, presentations and professional development shape the teaching profession. Reflective inquiry provides teacher-researchers the opportunity to engage in reflection as a means of development and adaptation through careful study of their own professional practice. Through careful examination, teacher researchers become more reflective, critical and analytical of their own teaching, encouraging them to embrace the life-long activity of a commitment to professional development (Çelik & Dikilitaş, 2015; Keyes, 2000; Rust, 2007; Zeichner, 2003).

Generally, this chapter discussed some related literatures which openly related to this study. Mainly, historical and theoretical back ground of CPD program and reflective teaching were explained clearly. Over view of CPD in Ethiopia, importance of CPD for teachers and learners; and dares were other issues. Therefore, the ends that argued in this chapter had the good relative to the researcher’s objectives.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents an overview of the research methodology. Therefore, it aims to describe the research design, participants of the study, sampling techniques, and instruments for data collection, procedures for data collection and procedures for data analysis.

3.1 Research Design

Data collection and analysis techniques from quantitative and qualitative approach were employed, thus mixed-method approach is chosen as the methodology of this research. Mixed methods research may be defined as “the collection or analysis of both quantitative and qualitative data in a single study in which the data are collected concurrently or one after the other, are given a priority, and involve the integration of the data at one or more stages in the process of research” (Creswell et al., 2003). Mixed-method approach provides a broader perspective to the study as the qualitative data helps describe aspects the quantitative data cannot address (Creswell, 2003). According to Onwuegbuzie and Leech (2004) mixed methods research, both quantitative and qualitative research are important and useful to draw from the strengths and minimize the weaknesses of both in single research studies and across studies.

Thus, the quantitative and qualitative research methods were used in this study to describe and understand the current status of the participants of the study and it would help the researcher to collect valid data. Therefore, this study was made to get information to investigate and describe the implementation of CPD activities in promoting EFL teachers’ reflective practice. To achieve this objective, a descriptive survey research design was employed. Through qualitative method, the researcher gained supplement information by open ended questionnaires and interview; whereas quantitative helped the researcher to collect data in numerical rather than narrative form.

3.2 Sources of Data

Both primary and secondary data sources were used to collect quantitative and qualitative data. Quantitative data was numerical data; whereas qualitative data was described qualitatively. The researcher collected primary data from teachers to get their views on the study as they are the key participant of the study. On the other hand, secondary data was collected from portfolio.

3.3 The Population, Sample size and Sampling Techniques

The purpose of this study is investigating the school CPD activities in increasing EFL teachers' reflective practice in secondary and preparatory schools of Gibe Woreda. Gibe Woreda is selected purposively among the fourteen Woredas of Hadiya Zone because it is closer to the researcher's living place, data accessibly and cost effectiveness. The sampled schools were selected purposively for some reasons as he was well acquainted with some teachers in these schools and that acceptable for a relaxed, honest, and successful atmosphere to develop this study quickly. The population of the study consisted all secondary and preparatory schools of the Woreda and teachers. Thus, the total population of this study consisted four secondary and preparatory schools and 29 EFL teachers who have been teaching there yet.

To manage the costs of time and finance, it is important to take a sample from the entire population. A sample was selected in such a way that the samples represent the large population from which they are obtained. As the researcher has nine years of working experience in different schools of different Woreda as a teacher, and no due emphasis was given to the implementation of CPD activities and teachers' reflective practice. To this end the researcher checked the situation is really happening in the selected schools of the Woreda through investigation.

On the other hand, the English language teachers were selected using comprehensive sampling techniques because the researcher believes that the title focuses them particularly and provide the best information to achieve the objectives of the study. Therefore, the participants of the study consisted 29 secondary and preparatory school English language teachers are working in three secondary and one secondary and preparatory school. As the result, the researcher could get enough data to generalize as the sampled respondents are only EFL teachers and all of them were included in the study.

Table 1: Background of the study site and participants of the study

No	Woreda	Schools	(k.m) from The town	Teachers	Dep. Heads	Total	
						No	(%)
1	Gibe	Homecho	1	9	1	10	100
2	Gibe	Megacho	5	6	1	7	100
3	Gibe	Soda	8	5	1	6	100
4	Gibe	Mesmes	7	5	1	6	100
				25	4	29	

3.4. Tools of Data Collection

It is suggested that information about language teaching programs can be gathered from multiple perspectives via questionnaire, observation, interview, document analysis, journal assessment and etc (Alderson and Scott 1991). Data collection is a precise and systematic gathering of information relevant to research purpose. The primary data was collected from participants using questionnaire and interview. Moreover, the secondary data was obtained from document analysis. To collect data for this study, four instruments namely questionnaire, interview, document analysis and classroom observation were used.

3.4.1 Questionnaires

To answer all the research questions, it is necessary to gather data. Thus, based on the research leading questions and review of the related literature, questionnaires were developed. In this study, a set of questionnaire was utilized for data gathering process. To check its validity, the researcher had given the questionnaire for advisors and some experienced EFL teachers, and revised its clarity. The questionnaire was prepared in English language and distributed for secondary and preparatory school EFL teachers with the belief that they can understand the language. The questionnaire has two categories. The first categories is for demographic data or background information of the participants and have five items like school name, sex, age, work experience and qualification of the respondents. The second category related with the school CPD activities enhancing teachers' reflective practice and it consisted of 34 questions. The

questionnaires were constructed in the form of closed-ended with a five point liker scale type and open-ended items on which the respondents were asked to put a tick mark indicating their arguments and the level of variables.

3.4.2 Interview

It is most common type of instrument used in qualitative social research for which researcher produces an interview schedule which may be a list of specific questions or a list of topics to be discussed (Dawson, 2007). As stated here an interview is a verbal communication to gather needed information from interviewee. In this study, interview questions were prepared in English language for teachers. Semi structured interview was used because it is important for flexibility in which new questions were asked during ongoing interview depending on the response of the interviewee. To limit the communication barrier and to get more information, the interview questions were discussed with interviewee in Amharic language.

To capture the data from the interviewee, the researcher used note taking material and stated all the necessary information while the interview was being done. To this end the researcher interviewed the department head of each school. Hence, the purpose of using interview in this research is to gather more information on the open ended questions focusing on the investigation of school CPD activities that are promoting teachers' reflective practice, their level of understanding about CPD activities in promoting reflective practice, and challenges of implementing CPD activities from the interviewee that may not be simply accessed by questionnaires.

3.4.3 Document Analysis

The researcher reviewed different documents to see reflective practices as a result of CPD activities. The documents that would be reviewed to collect and analyze data included action research paper reports, lesson plans, minutes of staff meetings (professional) that were maintained in the portfolio and some other reflective practices of the participant English language teachers from each selected sample secondary schools of the Woreda. To review the documents, the researcher adapted check list from MoE document 2011 as suitable with the

research problem and ensure its validity and reliability by careful assessment of the documents based on the objective of the study.

Moreover, to supplement the qualitative data the researcher collected the documents of four purposively selected English language department heads. Thus, two years (2009-2010 E.C) professional portfolios of CPD documents of 4 English language teachers' documents were analyzed critically. To manage the data collected from the document analysis, the researcher used one document from each category to find out whether the documents enhance teachers' reflective practice. The data collection methods would be triangulated by using questionnaire, interviews and document analysis.

3.4.4 Classroom Observation

Observation gives the firsthand account of situations under study and when combined with other data collection tools, it allows the researcher for a holistic interpretation of the situations which will be studied. According to (Morrison, 1993) observation enables the researcher to gather data on physical setting (e.g. the physical environment and its organization) the human setting (e.g. The organization of people, the characteristics or makeup of the groups and the program setting(e.g. resources and their organization, pedagogical styles individuals being observed, for instance, gender, class).

This data gathering tool was used to answer the research question what the reflective practice or teaching is being applied based on CPD activities in Gibe Woreda secondary and preparatory schools. For the purpose of observation, checklist was employed. Accordingly, the researcher observed four classes because it is a written photograph of the real situation and tried to reduce dishonesty in the class room by convincing the teachers and observed by telling the aim of it is for learning not for evaluation. Hence, direct observation of how individual teachers implement reflective practice in their classrooms has provided the data required to support and confirms the information that was gained through the other three tools. Therefore, one section was selected from each school for classroom observation. Observation of teachers has been made one section per day in order to pursue and examine the data effectively and precisely. The researcher conducted four classroom observations which were completed in four days interval, for the reason of obtaining valid and unbiased data. And among observed classrooms, two of them were

grade nine while third was grade eleven. In other words, three English Language lessons (speaking, writing and language focus) were observed by a means of observation checklist. Based on the research questions, its checklist was prepared to guide the researcher observation; and the checklist the researcher took notes for narrative descriptions of the whole environment and all that took place in it.

Generally, the observation checklist focuses on English teachers' use of reflective practice in teaching English Language skills with reference to challenges that work against the implementation of CPD activities. During observation, the researcher also focused on students' communication in English, team working, and interaction among the group members in order to examine the students' participation in English language competence. The researcher arranged the schedule for observation with the school principals and teachers. The teachers were made aware of the purpose and schedule of the observation in each school. The researcher, in each session, had entered the classroom for observation prior to the teacher and sat at the back of the class in order to observe the whole environment appropriately, and observed for 40 minutes.

3.5. Procedures of Data Collection

After the relevant review of literature had conducted to the research problem, the researcher collected data using questionnaire, interview, observation and document analysis. Consequently, the following procedures were employed to meet the objective of this study. First, the researcher amended the tools through advisors' comments to check the relevance, clarity and chance of ambiguity of each item in the instruments to make required changes or shifts to correct questions with confusion. All the questionnaires were prepared in English because the respondents are secondary school EFL teachers. Thus the researcher believed that these respondents could understand the message of the questionnaire.

Once the teachers who participated in the study were identified, first questionnaire was conducted and document analysis followed, interview and classroom observation was conducted respectively. In this study, mixed method was employed. The researcher did not administer all instruments at the same time rather he used them one after the other. Therefore, classroom observation was employed after having employed other data gathering instrument. On the basis of the insights obtained from the partial analysis of questionnaire, interview and document

analysis, the researcher administered classroom observation. The instruments used to collect qualitative data were document analysis, classroom observation and interview. The method used to collect quantitative data was questionnaires. It was utilized as a data collection and information were based on the questionnaire, classroom observation, semi-structured interview, and document analysis.

3.6. Reliability and Validity of the Study

Reliability and validity are essential to the effectiveness of any data gathering procedure. (Best and Khan, 1995, pp.208) Reliability of an instrument may be inferred by second administration of the instrument; comparing the responses with those of the first. Reliability may also be estimated by comparing responses of an alternate form with the original form. Moreover, reliability is the consistency or repeatability of an instrument and validity refers to an instrument measures what it is intended to measure. The participants of the study were also primary well-informed on the objectives and how to fill, review and give reaction on the importance of the filling, item length, simplicity of items, and details of the questionnaire. Supported on their comments, the instruments were improved before they were administered to the major participants of the study to reduce errors. As the result, three irrelevant items were removed; two lengthy items were shortened, and many unclear items were made clear.

To ensure the validity, the researcher discussed with experienced teachers of Homecho secondary & preparatory school and his advisors to get the comment. The researcher improved the instruments depending on their comments. The researcher gave clue on objectives, how to fill and gave feedback on significance of the content, implicitly of items, length of items, and details of the questionnaire before distributing. To this end, the researcher administered to the secondary and preparatory school English language teachers of the Woreda with enough copies. To triangulate the data gathering tools, the researcher used interview, observation and document analysis in every sampled school.

3.7 Ethical Consideration

There are different reasons why it is necessary to observe ethical codes in research. The main reasons include of advancing goals of the research, facilitating collaborative work, winning

public acceptance and setting conditions for accountability (Resnik, 2011). For these reasons, the researcher adapted ethical codes of the American Association of Educational Research (2002). Ethical codes from the American Association of Educational Research that are most useful for the current research shaped as follows: The researcher:

- ❖ Is responsible to behave in accordance with the ethical codes to which the research maintains.
- ❖ Provides necessary information to participants about all phases of the research.
- ❖ Have to build confidence by being clear and honest to participants.
- ❖ Needs to take necessary measures to keep participants from physical and mental worry, destruction, and danger due to their participation in the research.
- ❖ Should obtain informed permission from participants before they take part in the research.
- ❖ Makes sure that confidential information obtained about participants not disclosed.
- ❖ Has a responsibility to consider potential misinterpretations and misuses of the research.

Accordingly, I explained the purpose of my research and the advantage it has to EFL teachers, the Woreda education office, and the programme as a whole. Next, understanding the value of my research, the Woreda education office gave permission letter to conduct the research in the target schools. Meanwhile, I did similar discussions with principals of the target schools and they gave me their support, and facilitated the process for me in their schools. Then, I had a meeting with potential cases and participants among target schools.

The purposes of the meeting was explained about my study to them and asked for their willingness to participate in the study. The purpose of the study, the time it takes, the roles expected from them as participants and the researcher were openly explained. I informed them that they are free to take part or stay out of this study at any stage. Fortunately, they agreed to take part. Finally, I gave the draft report to the participants to make sure the data will be presented in the context they state. These are essential steps were taken to avoid possible distortions and misinterpretations of the participants' words.

3.8 Methods of Data Analysis

3.8.1 Quantitative Data

The quantitative data was gathered through questionnaire and analyzed using appropriate statistical tools like percentage, mean and standard deviation. After categorizing and scoring the frequencies of the quantitative data responses, the researcher used them to analysis the characteristics (sex, age, service, qualification etc) of the population to determine the relative standing of the respondents. Similarly, percentage, mean, standard deviation were used to analyze and describe the to what extent CPD activities help secondary and preparatory school EFL teachers and awareness level of teachers about reflective teaching to be reflective practitioner.

On the other hand, the major school CPD activities frequently used by the participant English teachers and the challenges encountered in implementing CPD activities were also analyzed using percentage, mean and standard deviation. Moreover, questionnaires were presented in tables according to their coherent idea. To get the percentage, mean value, standard deviation of each item, the scores of the items were organized, statistically compiled and then entered into SPSS computer software program. Eventually, document analysis data was grouped based on the research questions and described thematically following the discussion of quantitative data.

3.8.2. Qualitative Data

The data which were collected from interview, observation, document analysis and open-ended questionnaires items were analyzed qualitatively. The written notes of the interview was transcribed, categorized and compiled together into the theme and translated into English. Analysis and interpretation was made on the basis of the questionnaire, interview, observation and document analysis.

CHAPTER FOUR

DATE PRESENTATION, ANALYSIS, AND INTERPRETATION

The major purpose of this study was to investigate the school CPD activities that enhance teachers' reflective practice in secondary and preparatory schools of Gibe Woreda, Hadiya Zone in SNNPR. Moreover, the researcher developed data gathering instruments to investigate different features of the school CPD activities to promote teachers' value. This chapter aims at presenting, analyzing, and interpreting the data collected using four data gathering instruments. These instruments were questionnaire, interview, classroom observation, and document analysis. The responses which have been collected through these instruments are presented thematically, organized systematically using tabulation, and interpreted inductively based on the answers responded by respondents. The data gathered through open-ended items of the questionnaire, and unstructured items of the interview were analyzed qualitatively. Data gathered through close-ended items of the questionnaire, the classroom observation checklist and the items of the document analysis expressed in rating scale forms were analyzed quantitatively using statistical descriptions. Eventually, the results were interpreted in line with the data presented and analyzed based on the research questions.

4.1 Personal Profile of Respondents

The respondents of the study were teachers who have been teaching Megacho, Soda, Mesmes and Homecho Secondary & Preparatory Schools. The following table shows the data about personal profile of the subjects.

Table 2: Frequency table for sex profile of the respondents

<u>Variable</u>	<u>Categories</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid percent</u>
Sex	Male	22	75.9	75.9
	Female	7	24.1	24.1
	Total	29	100	100

Source: survey data, 2019

Total sample of this study was 29. From the sampled population, 22 (76 %) was male and 7 (24%) female respectively. This implies that most of the respondents were male teachers who have been teaching English in the three schools.

The age distribution of the respondents was also the other demographic profile of the sample teachers. Respondents' age was crucial for the present research because if teachers were in their active ages that are from 20 to 45, they would easily show eagerness to participate in trainings and implement it into practice. Thus, the following table also personal profile of respondents based on their age.

Table 3: Frequency table for age of teachers

<u>Variable</u>	<u>Categories</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid percent</u>
Age	21- 25	2	6.9	6.9
	25- 30	5	17.2	17.2
	31-35	17	58.6	58.6
	36- 40	3	10.3	10.3
	41- 45	1	3.4	3.4
	46 and above	1	3.4	3.4
	Total	29	100	100

Source: survey data, 2019

As can be seen in table above, 2 (6.9%) and 5 (17.2%) respondents are in 21- 25 and 25- 30 age levels respectively. On the other hand, 1 (3.4%) and 1 (3.4%) are in 41- 45 and 46 and above age levels correspondingly. The majority of respondents for example 17 (59%) are in 31- 35 age

levels. Shortly the data depicts that most of the respondents were in the active ages between 25 to 40. Due to this, since many of the respondents were between the ages of 31 – 40, the researcher considered that most teachers of the selected schools are in appropriate age level for even active teaching and learning.

Education level is the other important factor that contributes a lot in the performance of the teachers in their teaching process. It is a well known fact that most novice teachers can usually get too difficult to implement new approaches in practice; as well many old teachers can become change resistance. Thus, the following table shows educational qualifications of respondents who were taken from the target population.

Table 4: Frequency table for education level

<u>Variable</u>	<u>Categories</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid percent</u>
Education Level	<i>Diploma</i>	2	6.9	6.9
	<i>Degree</i>	23	79.3	79.3
	<i>Master degree</i>	4	13.8	13.8
	<i>Total</i>	29	100	100

According to the data gathered on the educational qualification of respondents, as has been indicated in the above table, only 2 (6.9 %) and 4 (13%) of the respondents educational background were diploma and masters degree respectively. On the other hand, most of the respondents' educational background was first degree (i.e., 79.3%).

13.8% of the respondents who hold Degree of Master of Arts in TEFL have been teaching in preparatory schools at grade 11 and 12 levels. Besides, 6.9% of the respondents who hold Diploma in English Language teaching have been teaching at grade nine levels. It was found out that all first degree holders (i.e., 79.3%) have been teaching in the three selected schools.

Therefore, the presented and analyzed data shown in the above table can be interpreted as that these selected schools contained the appropriate qualification of secondary schools. Based on the information above about educational qualification of EFL teachers, one can concluded that the schools have teachers with the required level education. This is to say that EFL teachers who

hold first degree and above are expected to have favorable perception, positive motivation and high level of practice in order to acquaint themselves with the practical situation at schools.

Furthermore, teachers' work experience can contribute a lot to their involvement in professional development trainings and tasks. Though the training is intended to be given to all teachers from novice to experienced ones, their contribution might show variance when work experience is taken into consideration. The following table shows the data collected from the respondents.

Table 5: Frequency table for teaching experiences (in years)

Variable	Categories (in years)	Frequency	Percent	Valid percent
Teaching Experiences	<i>1-5</i>	<i>4</i>	<i>13.8</i>	<i>13.8</i>
	<i>6-10</i>	<i>11</i>	<i>37.9</i>	<i>37.9</i>
	<i>11-15</i>	<i>7</i>	<i>24.1</i>	<i>24.1</i>
	<i>16-20</i>	<i>5</i>	<i>17.2</i>	<i>17.2</i>
	<i>Above 20</i>	<i>2</i>	<i>6.9</i>	<i>6.9</i>
	<i>Total</i>	<i>29</i>	<i>100</i>	<i>100</i>

Teaching experience has its own great role in teaching and learning process. Accordingly, one can view the respondents' teaching experience of Gibe Woreda in the above table. Therefore, from 29 sampled respondents, 4 (13.8%) are in 1-5 experience level; and a great number of the respondents about 11 (37.9%) are in 6-10 teaching experiences. However, 7 (24.1%), 5(17.2%) and 2 (6.9%) of the respondents are in 11-15, 16-20 and above 20 teaching experiences respectively. Therefore, these teachers who have been teaching in sampled schools are well experienced in which they can get good performance of teaching and learning.

4.2 CPD Activities to Enhance Teachers' Reflective Practice

Continuous Professional Development program was designed in the aim of enhancing teachers' progress in every aspect of teaching. Respondents were asked whether CPD has value in enhancing their reflective practices. The table bellow displays the level to what extent currently

implementing CPD activities increase EFL teachers' reflective teaching; and point likers indicated for strongly agree, agree, moderator, disagree and strongly disagree that were also analyzed based on the frequency, percentage, mean and standard deviation.

Table 6: Extent to which CPD activities enhance EFL teachers in applying reflective practice

No	the CPD activities of EFL teachers currently implementing encourage them to:	Responses											
		5		4		3		2		1		M	SD
		No	%	No	%	No	%	No	%	No	%		
1	Become well-oriented reflective teachers	8	28	4	14	-	-	7	24	10	34	3.24	1.70
2	Become intelligent to the consequence of their own actions in the teaching learning process	10	34	7	24	2	7	5	17	5	17	2.59	1.55
3	Develop ability to link between knowledge and practice through real learning tasks	12	41	6	21	-	-	6	21	5	17	2.52	1.62
4	Build independence and reflective practice through self-monitoring activities	7	24	5	17	-	-	9	31	8	28	3.21	1.61
5	Examine their existing beliefs, conceptions, experience and knowledge in reflection to new challenging ideas and exercises	---	---	3	10	---	---	10	34	16	55	4.34	.936
6	Evaluate their own and students reaction to the whole activities and interactions	-		5	17	-	-	7	24	17	59	4.24	1.12
7	Employ their previous experiences and theoretical bases as a guide for planning lessons	-		5	17	-	-	13	45	11	38	4.03	1.05
8	Familiarize yourself and shape lessons to the students' characteristics and needs	-		7	24	2	7	8	28	12	41	3.86	1.21

As can be seen from Table 6, Item 1, out of 29 teachers, 12 (42%) teachers replied as strongly agree and agree on the current school CPD activities that have been applying in Megacho, Soda, Mesmes secondary and Homecho secondary & preparatory schools encourage them for reflective practice (teaching). Regarding the same question, 17 (58%) out of 29 responses are disagreed and strongly disagreed respectively to the current school CPD activities that have been applying in these schools which encourage them for reflective practice (teaching). The mean value of the response is 3.24. This implies that most of the teachers did not perform well developed CPD activities for their reflective teaching especially in EFL class. In Item 2 of the same table above, 17 (58%) responded as strongly agree and agree but 10 (34%) of the respondents replied strongly disagree and disagree on the idea of CPD activities of EFL teachers currently implementing as the consequence of their own actions in the teaching learning process. The mean value of the response is 2.59. This indicates that CPD activities which are being applied now assist teachers to become able to the outcome of their own actions.

As indicated in Table 6, item 3 the teachers 18 (62%) were strongly agree and agree on the point that currently implementing CPD activities help EFL teachers to develop skills to link with practice. However, 11 (38%) of the respondents replied disagree and strongly disagree as the recent CPD activities of the sampled schools have no role to integrate them with the class room practice. The mean value of the response is 2.52. In case of this item, the researcher sum up as the respondents have awareness about ability to link between knowledge and practice through real learning tasks. In the contrary, as showed above table in item 4, most of the respondents 17 (59%) were disagree and strongly disagree correspondingly. It is meant that they replied like recent CPD activities have not encouraged the teachers for reflective practice. The mean value of the response is 3.21. As the result, it point to that the teachers' self-monitoring actions are very low.

As it can be observed above table, in the case of item 5, 6, 7 and 8, the majority of the respondents responded that the currently implementing CPD activities of the sampled schools could not examine their existing beliefs, conceptions, experience and knowledge, evaluate their own and students reaction, employ their previous experiences and theoretical bases and familiarize themselves and shape lessons though a few of them said nothing in these items. The mean value of the responses is 4.34, 4.24, 4.03 and 3.86 correspondingly. Therefore, greater part

of the respondents indicated that EFL teachers should be aware about CPD activities and reflective practice. The findings of the classroom observation also indicated that most of the teachers were not aware of their roles in CPD activities and reflective practice in English classroom that affects the effectiveness of students' performance in actual class room.

4.3 EFL Teachers' Awareness of their Reflective Practice

In this part of the study, it deals with the items related to English language teachers' awareness to achieve the objectives. Items gained through questionnaire are presented and analyzed quantitatively. Accordingly, six items were interpreted as in the table blow.

Table 7: Responses on awareness level of teachers about reflective teaching

No	Items	Responses											
		5		4		3		2		1		M	SD
		No	%	No	%	No	%	No	%	No	%		
1	<i>Reflective teaching requires teachers to be aware of their beliefs and values they bring to teaching.</i>	-	-	3	10	3	10	16	55	7	24	2.67	1.48
2	<i>Reflective teaching does not require to act in a purposeful manner</i>	5	17	4	14	1	3	6	21	13	45	2.65	1.41
3	<i>Reflective teaching plays a key role in professional development</i>	12	41	8	28	-	-	5	17	4	14	3.72	1.69
4	<i>Reflective teaching approach ignores experience/experiential knowledge to be taken in to account.</i>	5	17	5	17	-	-	11	38	8	28	2.59	1.42
5	<i>Reflective teaching requires to use theoretical principles and as guide for planning lessons.</i>	14	48	6	21	-	-	3	10	6	21	3.62	1.69
6	<i>Reflective teaching promotes everyday behavior in the teaching learning process.</i>	4	14	4	14	-	-	11	38	10	34	2.13	1.33

Table 7 presented EFL teachers awareness about reflective teaching. The points were developed on the basis of the basic assumptions, principles and theories of reflective teaching. As indicated in item 1, 3 (10%) respondents replied as agree, but 16 (55%) and 7 (24%) the respondents disagreed and strongly disagreed. But 3 (10%) respondents were unable to decide. The mean value of the response is 2.17. Therefore, this result indicated that reflective teaching does not demand teachers to be aware of their beliefs and values they bring to teaching.

In item 2 of the same table above, 5 (17%) and 4 (14%) respondents answered strongly agree and agree on the awareness about reflective practice. However, 6 (21%) and 13 (45%) respondents answered disagree and strongly disagree whereas, 1 (3%) of them could not decide. The mean value of the response is 2.65. The result indicated that majority of English language teachers' reflective teaching requires acting in planned manner in teaching learning process.

Regarding item 3 of the same table above, 12 (41%) and 8 (21%) of the respondents replied as strongly agree and agree respectively. On the other hand, significant number 5 (17%) and 4 (14%) replied as disagree and strongly disagree. The mean value of this result is 3.72. This result revealed that the majority of English language teachers of the Woreda's secondary and preparatory schools were well-oriented that reflective teaching plays a pivotal role in professional development.

In item 4 above, less than half of the respondents, as said 5 (17%) strongly agree and 5 (17%) agree were supported the statement that reflective teaching approach ignores experience or experiential knowledge to be taken into account when planning lessons. On the other hand, 11 (38%) and 8 (28%) of the respondents rated as disagree and strongly disagree. The mean value of the response is 2.59. This data indicated that the majority of English language teachers of Gibe Woreda had adequate awareness that reflective teaching does not ignore experiential knowledge. Instead reflective teaching primarily emphasizes on the continuing process of reflective both on received and experiential knowledge (Wallace, 1998). Similarly, Richards and Schmidt (2002) state that reflective teaching is a process of thinking back on and considering experiences in order to better understanding of the significance of such experiences.

Concerning item 5, 14 (48%) respondents strongly agreed and 6 (21%) respondents agreed respectively as reflective teaching requires employing theoretical basis and principles as a guide

for planning lessons. Whereas, 3 (10%) and 6 (21%) rated disagree and strongly disagree respectively with their mean value of 3.62. Consequently, theoretical basis and principles help teachers to incorporate them with their lessons in order to have reflective teaching. For instance, Wallace (1991) and Ur (1996) argued that theory and experience should be kept in mind during planning lessons.

For the last item (6) in the table above respondents were asked to decide on whether reflective teaching promotes routine behavior in the teaching learning process. Thus, 4 (14%) respondents replied strongly agree and 4 (14%) respondents were replied as agree. However, some others 11 (38%) and 10 (34%) respondents rated as disagree and strongly disagree. The mean value of the response is 2.13. Thus the result revealed that for popular of EFL teachers reflective teaching promotes routine behavior in teaching learning process. In this respect, Henderson (1996), cited in Schunk (2012) pointed out that reflective teaching is guided by fluid planning.

This means, according to him, instrumental plans must be flexible and change as conditions warrant. In addition to the quantitative data presented and analyzed above, the qualitative data particularly the result of interview revealed that most of the interviewee confirmed that they had awareness about reflective teaching.

4.4 Major CPD Activities EFL Teachers are implementing

Continuous Professional Development training has been given to all high school and elementary school teachers. Thus, the training on CPD has been designed by MoE to be implemented to the teaching-learning process given at high schools. It is obvious that when the teachers effectively apply the school CPD activities, that can develop their reflective practice and enhance them to improve students' academic achievement and the quality of education at large. Thus, it is crucial to see teachers' effort to implement the continuous training they took on CPD. To this end, this piece of the analysis tried to make certain the school CPD activities put into practice by the participant English language teachers. The following table depicts the data collected from the respondents using the questionnaire about the teachers' practice of implementing CPD in their teaching based on "Always, Sometimes, Rarely, Once in a month and Never".

Table 8: Mean score and standard deviation of the major CPD activities in sampled schools of English language teachers practicing.

No	How often do you practice the following CPD activities?	Responses											
		5		4		3		2		1		M	SD
		No	%	No	%	No	%	No	%	No	%		
1	Peer observation	16	55	4	14	-	-	3	10	6	21	3.72	1.688
2	sharing good experiences with colleagues	5	17	16	55	-	-	5	17	3	10	3.52	1.271
3	Maintaining portfolios	6	21	21	72	-	-	2	7	-	-	4.07	.704
4	Keeping professional diary	2	7	4	14	6	21	10	34	7	24	2.45	1.213
5	Conducting action research	3	10	2	7	-	-	14	48	10	34	2.10	1.263
6	Writing journals	5	17	1	3	-	-	13	45	10	34	2.24	1.431
7	Performing reflective training	1	3	2	7	1	3	17	59	8	28	2.00	.964
8	Team teaching	2	7	4	14	-	-	16	55	7	24	2.24	1.185

As indicated in Table 8, the end results of mean ranking of the major CPD activities practiced by secondary and preparatory schools English language teachers were analyzed using different statistical and narrative description mentioned above. Peer observation, maintaining professional portfolio and sharing good practices, with mean values of 3.72, 4.07 and 3.52 respectively were relatively the major CPD activities that enhance teachers' reflective practice in Gibe Woreda secondary schools. But, conducting action research, participating in reflective practice training, writing journals, keeping professional diaries and team teaching with mean values of 2.10, 2.00, 2.24, 2.45 and 2.24 correspondingly were described as least CPD activities or CPD methods implemented by Gibe Woreda secondary and preparatory schools English language teachers.

From the data above, it was revealed that secondary and preparatory school EFL teachers have not employed majority reflective practices of a CPD activity. In this vein, Rhodes et al (2004) stated that good teachers are by definition reflective practitioners. They are relentless about striving for improvement in their practices, they challenge and question themselves, and they look for new and improved ways of working so that all their learners are able to make that best possible progress. By developing and using reflective practices, teachers would be able to

forward ideas to help improvement and enhance their own practice and help others to do the same.

4.5 Challenges of Implementing School CPD Activities

This part of the study is to analyze the data obtained through questionnaire on the basis of (too much, much, some extent, little and never) the challenges that obstruct the proper implementation of school CPD activities by EFL teachers.

Table 9: Data results on the major challenges of implementing school CPD activities

No	To what extent do the following factors affect the practice CPD?	Responses											
		5		4		3		2		1		M	SD
		No	%	No	%	No	%	No	%	No	%		
1	Time constraint	16	55	4	14	2	7	4	14	3	10	3.90	1.472
2	Unavailability of material resources	2	7	6	21	-	-	11	38	10	34	2.28	1.334
3	Lack of financial resources	15	52	8	28	2	7	4	-	-	-	4.17	1.071
4	Lack of support from school principals	17	58	5	17	-	-	7	24	-	-	4.10	1.263
5	Lack of support from responsible bodies	10	34	9	31	3	10	5	17	2	7	3.69	1.312
6	Lack of required knowledge	5	17	2	7	-	-	9	31	13	45	2.21	1.521
7	Lack of information access	10	34	12	41	-	-	5	17	2	7	3.79	1.292
8	Absence of collegial collaborations	8	28	11	38	3		3	10	4	14	3.55	1.378
9	Absence of effective management	11	38	13	45	-	-	3	10	2	7	3.97	1.210
10	Absence of teachers positive attitude towards the program	12	41	9	31	-	-	5	17	3	10	3.76	1.431
11	Lack of commitment of practitioners	16	55	8	28	-	-	4	14	1	3	4.17	1.197
12	Lack of incentive	21	72	4	14	-	-	4	14	-	-	4.45	1.055

As indicated in the table 9, the results of the mean rankings of the major factors challenged for successful implementation of CPD activities were analyzed using statistical and narrative description.

Therefore, the result revealed that absence of helpful management, time constraint, lack of commitment of teachers, lack of support from school principals, lack of financial resources, lack of support from responsible bodies, absence of collegial collaboration, absence of teachers positive attitude towards the program and lack of incentive with mean values of 3.97, 3.90, 4.17, 4.10, 4.17, 3.69, 3.55, 3.79, 3.76 and 4.45 respectively were found to be major factors deterring the implementation of school CPD activities. On the other hand, the result indicated that lack of required knowledge and unavailability of material resources with mean values of 2.21 and 2.28 were reported as relatively the least hindering factors for the successful implementation of school CPD activities.

In this regard, Roberts (1998) as cited in Bland ford, (2000) listed some major obstacles deterring CPD; those are resistance among teachers to the new innovations who feel that the proposed changes are threat, lack of expertise on the part of staff development, lack of commitment, lack of opportunity to implement what has been learnt and unavailability of appropriate resources. Lastly, the finding of the study revealed that among the factors identified as basic obstacles categorized as administrative factors which were found to be basic problems, and teachers' factors.

4.6 Presentation and Analysis of Data Gained through Observation

This part of analysis concerned on the data that based on the class room observation in which the researcher focused on the reflective practice of EFL teachers. In this part, the researcher used the check list that focuses on class room condition, teachers' activities with evaluation and students' activities, in which he observed to check reflective practice based on CPD activities.

Table 10: the data gathered from observation about the EFL teachers' reflective practice which based on CPD activities is presented and analyzed bellow.

No	Classroom condition	Yes		No	
		No	%	No	%
1	Is the classroom arrangement arranged to make easy reflective teaching?	1	25	3	75
2	Is the class size appropriate?	-	-	4	100
3	Arranging students for different classroom activity	1	25	3	75
4	Teachers' Activity				
	Are there group work activities which help students to be able in English language competence?	2	50	2	50
5	Has the daily lesson plan and clarify the learning objective which designed in the bases of either self report, peer observation, journal writing, action research	1	25	3	75
6	Giving direction about the procedures and activities of the contents that obtained from yearly planed CPD activities (prioritized one)	2	50	2	50
7	Using different instructional methods /strategies/ to implement reflective teaching which obtained from different observations, supervisions, team teaching	1	25	3	75
8	Action research reflective teaching and learning implementation.	-	-	4	100
9	Using exercises to describe students' knowledge and skills.	2	50	2	50
10	<i>Activities of Students During the Lesson</i>				
	Students are participating in problem solving activities independently	1	25	3	75
11	Students are discussing issues in groups	2	50	2	50
12	Students are taking part in peer teaching	-	-	4	100
13	Students are practicing expression as the lesson objectives stated.	-		4	100
14	<i>Class Evaluation</i>				
	Teacher gives group work, asks questions and gives exercises for the learners	2	50	2	50
15	Teacher checks and gives constructive feed back to the students' work	1	25	3	75

The teachers' application of reflective practice in English language classroom teaching-learning process were discussed and analyzed after document analysis section. In this section, the researcher analyzed the results obtained through the actual class room observations in to assure and enrich the results obtained through interview, written reflection questions and document analyzes. In this study, classroom observation was employed as a major tool to examine what actually happened in the reflective teaching classroom. Before the observation began, the researcher contacted the director of the schools and English department heads to ask permission. Then he received the list of grade nine and eleven classes EFL teachers from English department heads to select sample of classes for the observation.

Accordingly, out of 29 EFL teachers of Megacho, Soda, Mesmes secondary and Homecho secondary & preparatory Schools, four teachers' classes one from each school was purposively selected and observed. Each class was observed once during reflective teaching as the main focus of the researcher that on the practice or teaching and what the key CPD activities related factors affected students and teachers practice. The observation was conducted on three English language lessons (speaking skill, grammar in focus and writing skill) that teachers and students were practicing in the teaching-learning process in the classroom. From the practice, grade eleven teacher's lesson was in speaking skill that concerned on B10.1 speaking: discussion-poverty. During this class, the teacher automatically wrote the title and four questions on the black board after saying "good morning?"

After waiting the students until they finish copying the note, the teacher let them to give attention to his reading passage about poverty and fill the blank space with suitable words. Based on the instruction given by the teacher, they were trying to fill it while he was reading. As the class room practice shows, the researcher concluded that the teaching learning process was traditional rather communicative with being in side of reflective teaching so as to make the students are independent learners.

The observer used a checklist comprising reflective practice (Appendix 4) which was prepared based on the research objectives. The focus of the checklist was on actual classroom practices of teachers (i.e. the classroom procedures and techniques that teachers employ in teaching and learning reflective teaching) and factors affected this practice. It contained 15 items, which were

designed based on review of related literature. The items were originally presented in a “Yes /No” category. Therefore, four continuous classroom observations were conducted in each selected class of grade nine and eleven English periods particularly in the periods when speaking skill, grammar in focus and writing skill lessons were carried out at sampled schools. Accordingly, the researcher analyzed the observed behaviors as follows:

As the above result in table 10 showed us that more class room arrangements, number of students or the class size in sampled schools are not suitable for the reflective teaching even for the class activities. For instance, as the EFL teachers’ activities during teaching-learning on behave of reflective practice observed through observation show us that daily lesson plane, methods /strategies/ and reflection practice are in traditional way rather than communicative. However, there are partial practices regarding to group work activities, giving directions for activities especially which CPD activities and using different exercises for different skills. Similarly, as the students’ activity observed in terms of problem solving practice, discussion among different groups and practice of peer teaching are very poor in these schools of Gibe Woreda.

4.7 Qualitative Data Analysis

This part is mainly focused on the qualitative data gathered through open ended questionnaires, document analysis and interview questions. The questions were asked to obtain information about the concept of CPD activities and reflective practice. The qualitative data were to ensure the findings obtained from quantitative data. The qualitative data were collected by conducting interview and distributing questionnaire from where the schools were found. Four department heads from each school were interviewed. After editing the responses for grammatical correction and for flow of idea, the researcher tried to triangulate the result of quantitative data with qualitative one. Then the interviewed teachers were coded as R1, R2, R3 and R4. The letter “R” represents the respondent.

As this result, the points to be discussed thematically through descriptive narration having the following themes:

- ❖ Benefits of Teachers get in Participating in CPD Activities

- ❖ Teachers' awareness level on reflective teaching
- ❖ Major CPD activities
- ❖ Challenges of CPD activities
- ❖ Suggestions of interviewee on tackling the challenges for proper implementation of CPD activities

4.7.1 Responses on the Benefits of Teachers get in Participating in CPD Activities

This section presents and analyzes data from respondents through interview to address the first question raised as “what benefits do you think EFL teachers get in participating in school CPD activities?”

It allows me to learn constantly throughout career and to get better my teaching skill and professional competence. (R1)

According to this respondent through high-quality TPD teachers can develop their professional status and ultimately improve students' achievement. When teachers are given the opportunity, through high-quality professional development, to learn new strategies so as to teach to rigorous standards, they report changing in the classroom (Alexander, Heaviside, and Farris, 1998).

Likewise another interviewee revealed as:

It enables us to work together with our colleagues to share ideas and experiences in order to develop our professional as well as our students' result (R2)

As the interview member viewed during implementing school CPD activities teachers are expected to work together in collaborative manner to bring professional changes and changes in students' achievement.

CPD help me to solve the problems related to day to day activities in my teaching and learning activities in identifying the problems and conducting action research on the problem and helps me to share my idea with my colleagues. (R3)

Increasingly, teachers are taking responsibility for their own lifelong, CD to oneself, to one's own skills and career progression. Generally this revealed that irreplaceable importance of CPD

activities where by the professionals continuously learn to update their knowledge to improve students' learning.

It has nothing to do with my professional development rather political agenda of administration if it is to be so, the government must support us through training, workshops, and financially. (R4)

This discovered that the understanding of teachers on the importance of CPD, goals of CPD, as well as staff development tools of CPD were very low.

4.7.2 Responses on teachers' awareness on reflective practice of EFL teachers

The second interview question was on the teachers' awareness about reflective practice as: do you think EFL teachers have adequate awareness about reflective teaching?

Actually I do not understand the concept of reflective practice, but simply I am teaching my students in traditional way as I have been thought by my earlier teacher (R1)

This data shows that some of the English language teachers have no adequate awareness about reflective teaching and it needs additional on job training, workshops and other experience sharing activities in schools. This also supported the quantitative data result as reflective teaching demands teachers to be aware of their beliefs and values they bring to their teaching. But from the response lack of uniformity in teachers' understanding on CPD can be taken as teachers related problem that obstruct proper implementation of school CPD activities in Gibe Woreda secondary and preparatory schools.

Yes, I have awareness about reflective practice through that I am improving ways of teaching in day to day implementation of school CPD activities. (R2)

As the respondent data shows, most of the English language teachers have adequate awareness about reflective practice that they are reflection in action on their actual teaching learning process.

With having understanding about reflective teaching through the implementation of the school CPD activities I am participating in all curricular and co-curricular activities that enable me to develop my teaching experiences. (R3&R4)

This response stated that mastery of educational training program (ETP), curriculum and other program development initiatives describes how teachers develop and apply understanding of ETP to contribute to curriculum and other program development initiatives.

4.7.3 Responses of Major CPD Activities frequently used by the Participant EFL Teachers

The third question asked the respondents to describe the major CPD activities frequently used by the participant English language teachers. To deal with the major CPD activities frequently used by the participant English language teachers, data obtained through interview were presented and interpreted. Accordingly the respondents reviewed the major school CPD activities as:

... Participating in reflective training, conducting action research, mentoring /coaching/, peer observation and sharing good practices with colleagues are the major CPD activities we are implementing in our school. (R1)

From this response the researcher ensured that the result of interview goes in harmony with the result of questionnaire as stated in table 3 of the research question 2. For instance another interviewee said:

Analyzing CPD needs, prioritizing our CPD needs, planning CPD, preparing CPD module and conducting action research are the major CPD activities we are participating in. (R2& R4)

From this, one can conclude that English language teachers were implementing the school CPD activities differently.

The major CPD activities that we are participating in our school are CPD need prioritizing, need analysis, preparing CPD modules, conducting action research, reflecting on the process and evaluating it, and then maintaining portfolio. (R3).

The result showed that EFL teachers of the Woreda were participating in different school CPD activities with lack of similarity in the process of reflection on each stage and evaluation of what

they were planned was questionable. This showed that there is limitation in reflective practice and evaluation of their plan during their actual teaching learning process.

4.7.4 Responses on Challenges of Implementing School CPD Activities

From the assessment of the members view about challenges of implementing school CPD(if any), they were asked to register out in their respective schools. We can see the challenges in different viewpoints like teacher related and managerial. When I said teacher related ones like:

Lack of awareness, interest, /having negative attitude/, less motivation, commitment and administrative challenges as: lack of necessary support from principals, absence of incentive, absence of follow up and evaluation from responsible bodies (R1, R3 and R4). Additionally, other stated as: School directors are not supporting us in doing CPD activities they asked to prepare modules that even the problem is not identified as individual or school problem (R2).

The quantitative data result revealed that absence of effective management, lack of support from school principals, time constraint, lack of commitment and lack of financial resources were found to be the major factors deterring the implementation of the school CPD activities. On the other hand, the result indicated that unavailability of material resources, lack of required knowledge, absence of collegial collaboration, lack of support from responsible bodies and lack of incentives were reported as relatively the least hindering factors for the successful implementation of school CPD activities. From this the result of the interview was somehow goes in line with quantitative result that shows English language teachers had a series problems in implementing school CPD activities which are mainly concerning administrative and teacher related ones.

4.7.5 Responses on Suggestion of English Language Teachers to tackle the Challenges

As the interviewee asked to give possible solutions for the above challenges they stated as:

Teachers should be supported by giving training and providing necessary materials (R1, R3)

This revealed that teachers were not accessed with skill based training that enhances their successful achievement of students need and there shortage of material resources in their schools.

Teachers should work in collaborative manner to share their experience concerning different aspects of CPD activities (R2 &R4).

These interviewees stated that to tackle the challenges of implementation of the school CPD activities the teacher themselves and other responsible bodies should work together in cooperative manner and teachers need to get awareness raising trainings and workshops on practical application of the school CPD activities.

4.8 Data Presentation and Analysis from Teachers' Portfolio (Document Analysis)

In this part of the study, it is concerning on analyzing data gathered through document analysis that was filed in the form of professional portfolio. The objective of this data is to check how many of the participant English language teachers have professional portfolio which is the result of their reflective practice. To this end, the researcher adapted a document analysis checklist from the MoE document of 2011 that integrate different aspects of professional portfolio which was maintained by teachers.

To achieve this idea the total of twelve (2010-2011 EC) CPD documents /activities/ of professional portfolio composed from four department heads of the schools. The files were selected by purposive sampling. As the researcher believe that only two years professional portfolios of English language department heads were enough to increase the data gathered through questionnaire and interview.

Table 11: Teachers' portfolio

No	Activities	Yes		No		Total	
		No	%	No	%		
1	Individual CPD Action Plans	3	75	1	25	4	100
2	Feedback from mentors/facilitators/	-	-	4	100	4	100
3	Evidence of all the CPD activities which have been undertaken by the individual teacher in the last two years	2	50	2	50	4	100
4	Teacher's self-reflections on progress	-	-	4	100	4	100
5	Individual CV (personal and professional data and qualifications)	1	25	3	75	4	100
6	Examples of examination results with analysis	-	-	4	100	4	100
7	review /assessment/ annual reports	1	25	3	75	4	100
8	Details of any Action Research undertaken	-	-	4	100	4	100
9	Examples of lesson plans with evaluations	2	50	2	50	4	100
10	Examples of materials prepared by the teacher as part of CPD activities	1	25	3	75	4	100
11	Attendance certificates for local, regional or national courses/workshops	-	-	4	100	4	100
12	Reports on classroom observations by peers or line managers/mentors	2	50	2	50	4	100

Table 11 deals with CPD activities developed by EFL teachers to show their reflective practice in accordance with listed mandatory activities set by MoE. In item 1 and 5 of table 7 items were designed to rate the department heads' professional portfolio. Accordingly, only 3 (75%) and 1(25%) teachers have individual CPD action plane and individual CV (personal and professional data and qualifications) respectively. On the other hand, the majority 1 (25%) and 3(75%) teachers do not have individual CPD action plane and individual CV (personal and professional

data and qualifications). This showed that the willingness to design and build personal data and lesson plan is in very low level at secondary and preparatory schools of Gibe Woreda.

Regarding to the activity 2 in the same table, 4 (100%) or none of the EFL teachers have got feedback from mentors/facilitators/ as it is needed to develop different activities that should be included under school CPD. This showed that teachers in secondary and preparatory schools of Gibe Woreda do not want to develop professional portfolio of feedback. As activity 3 also indicated in the above table, 2 (50%) teachers have evidences of all CPD activities which have been undertaken by the individual teachers in the last two years. Moreover, the significant number 2 (40%) teachers did not have the above CPD activities.

As the result, one can infer that teachers' awareness on preparation of individual CPD action plan and its activities in Gibe Woreda secondary and preparatory schools is low. According to item 4 and 6 documents on teachers' self reflection on progress and examples of examination results with analysis were analyzed. Thus, 1 (25%) teachers have teachers' self reflection on progress but it was absent for 3 (75%) teachers. In case of examples of exam result, no teacher samples of examination results with analysis. This indicated that teachers' reflection on progress and examples of exam result as professional portfolio is given less attention in Gibe Woreda secondary and preparatory schools.

As the file of the document analysis showed in item 6 and 12 about the lesson plane together with good evaluation and reports of the class room observations by peers or line mentors in the sampled schools, they are being applied partially. On behave of this, the researcher consider that EFL teachers should have come to the class room with effective lesson plane and mentor's class room observation reports so as to hold a good reflective practice. In the contrary, no document of attendance certificates for local, regional and national courses /workshop/ have in these schools as can be seen above table. However, there was a module which was developed as an example of materials prepared by 1 (25%) of the English department teachers that is part of CPD activities but 3 (75%) were not conduct it; for instance we can observe the image of one CPD activity bellow in which the teachers put activities that recent problem of their school and they planned to study about speaking skill, continuous assessments and students behavioral changes.

Finally, the document analysis result did not seem to go in harmony with the result of quantitative data which obtained through questionnaire. In this respect, the researcher could not find as such satisfactory evidences that indicated those reflective practices which were organized as documents.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY

This study alerted on the investigation of school CPD activities in promoting teachers' reflective practice. Since the outset, the research trouble was framed on the source of the truth that the idea of reflective teaching is necessary to be understood and be aware of as a common leaning in secondary and preparatory schools in general and in English language teaching in particular. Because, through reflective teaching teachers can develop their professional competency and be independent in their professional life. So the researcher invented the leading questions that would be answered on the foundation of the data gathered, analyzed and interpreted in the previous chapter. Accordingly, the major findings of the study summarized as follows.

- a. With respect to awareness level of Gibe woreda secondary and preparatory schools English language teachers about reflective teaching, findings gained from qualitative data indicated that teachers have very low awareness about reflective practice. Similarly, the finding of quantitative data analysis results also stated that they had not adequate awareness about reflective teaching.
- b. As both questionnaire and interview data analysis result revealed that the major CPD activities frequently practiced by Gibe Woreda secondary and preparatory school English language teachers were not: conducting reflective training, conducting action research, mentoring/coaching/ and reflecting on each stage of CPD activities, but maintaining portfolios, sharing good experience and peer observation are made. The result indicated that the major CPD activities performed by the aforementioned teachers were the basic elements of reflective teaching. However, the document analysis results did not seem to go in an agreement with the finding gained through interview or questionnaire. Thus, its result indicated that there are only few CPD activities are frequently implemented by EFL teachers and teachers are less attentive in building CPD activities as a professional portfolio in integrative manner. In saying this, when the researcher investigated the documents, he could not find as such significant evidences that could indicate those results of reflective practices as organized documents.

The final leading question was expected to answer somewhat the major challenges that hinder the implementation of school CPD activities. Hence, the effect revealed that lack of friendly collaboration, lack of compulsory carry from the school principals, lack of financial resource, lack of required knowledge and experiences in applying CPD programme, and time limitation were found to be relatively the major factors affecting CPD programme. This result seemed to show that the factors in the front were to some extent administrative.

5.1.2 CONCLUSIONS

The study was accepted out to investigate the school CPD activities in promoting teachers' reflective practice in Gibe Woreda secondary and preparatory schools of Hadiya zone. Particularly the purposes of this study were to:

1. Identify the English language teachers' awareness in applying reflective teaching to their professional development practice.
2. Identify the school CPD activities frequently used by the participant English teachers.
3. Find out the challenges English language teachers face in using reflective practice in their CPD activities.

To attain these research objectives, applicable data were gathered through questionnaire, interview, observation and document analysis from 25 English language teachers and 4 English language department heads. The data were analyzed by using percentages, mean, standard deviation and ranking.

Based on the discussions above in table 6, 7, 8, and 9 of the data, the following conclusions were drawn:

- ❖ The outcome of the study revealed that English language teachers lack adequate awareness about school CPD activities in promoting their reflective practice. So they simply prepared CPD modules that fail to achieve its intended goal that was to maximize students result.
- ❖ The finding revealed that contributing in reflective instructions, reflecting on each stage, process of CPD activities, analyzing CPD needs, prioritizing CPD needs, planning CPD needs and preparing CPD module were taken as the major CPD activities practiced by English language teachers.

- ❖ The study concludes that the challenges of implementing the school CPD activities are related as administrative and teachers' related ones. So, lack of support from responsible bodies, lack of financial resource, absence of incentives were found to be administrative and less motivation, lack of commitment, and time constraints were identified to be teacher related challenges of implementing school CPD activities.
- ❖ Generally, the result confirmed that teachers and administrative bodies need to get awareness raising instructions, workshops and experience sharing activities. As the present motivation is less than expected, they work mutually and cooperatively to enhance students' learning which was the ultimate goal of the schools.

5.1.3 RECOMMENDATIONS

Lying on the base of the major findings of the study, the following recommendations were made:

- a. There should be a shared and common understanding among teachers, Woreda education sector, supervisors, REB and education experts, to move up teachers awareness of what is meant by reflective teachers. There should be an obvious channel line that coordinate or connect reflective teaching with CPD activities.
- b. English language teachers should keep professional documents that show their progress as a result of CPD activities and other reflective practices. This can be done by maintaining portfolios, keeping professional diaries, and writing journals and etc.
- c. Ministry of education, education bureau, Zone and Woreda education sector should set up strategies and systems so as to monitor and evaluate the proper implementation of CPD regularly. This is believed to help them identify hindering challenges and adjust themselves to take immediate measure.
- d. To end with, to address the problem better one can be recommended that to conduct further studies in this area with regard to " investigating the school CPD activities in promoting teachers' reflective practice" in Secondary and Preparatory Schools of Gibe woreda Hadiya zone.

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APPENDICES

Appendix- A

Jimma University

College of Social Science and Humanities

Department of English language and literature

Questionnaire for secondary and preparatory school English language teachers

Dear respondents,

The purpose of this questionnaire is to gather information on to what extent do CPD (continues professional development) activities you are currently implementing encourages you in applying reflective practice into your CPD activities. The information you provide will be used only for a research purpose and will remain confidential. Your genuine responses are useful for this research. You are, therefore, kindly requested to provide genuine information. Your cooperation is very much appreciated.

Thank you very much!

Instructions:

- You do not need to write your name on this questionnaire.
- Please answer all questions by tick (√) one box for each statement or by writing your answers in the space provided.
- Please, answer all the questions as freely and as honestly as possible.
- All answers will be kept confidential.

Part I: Background Information

1. Name of school ----- worda -----
2. Sex: Male Female
3. Age: 21 – 25 years 26 – 30 years
 31 – 35 years 36 – 40 years
 41 – 45 years 46 years and above
4. Highest Educational Level: Diploma Bachelor Degree
 Master Degree Others, Please specify _____
5. Teaching Experience: < 1 year 1 – 5 years
 6 – 10 years 11 – 15 years 16 – 20 years above 20 years

II. The extent to which CPD activities enhance the secondary and preparatory schools EFL teachers in applying reflective practice. Please, read the following statements and put ticking (√) mark against each statement that best represents your agreement or disagreement.

(Use 5= strongly agree 4= agree 3= uncertain 2= disagree 1= strongly disagree)

No	I think the CPD activities of EFL teachers currently implementing encourage them to:	5	4	3	2	1
1	Become well-oriented reflective teachers					
2	Become intelligent to the consequence of their own actions in the teaching learning process.					
3	Develop ability to link between knowledge and practice through real learning tasks.					
4	Build independence and reflective practice through self-monitoring activities.					
5	Examine their existing beliefs, conceptions, experience and knowledge in reflection to new challenging ideas and exercises					
6	Evaluate their own and students reaction to the whole activities and interactions.					
7	Employ their previous experiences and theoretical bases as a guide for planning lessons.					
8	Familiarize yourself and shape lessons to the students' characteristics and needs.					

III. The awareness level of EFL teachers in their reflective teaching.

No	Items	5	4	3	2	1
1	Reflective teaching requires teachers to be aware of their beliefs and values they bring to teaching.					
2	Reflective teaching does not require to act in a purposeful manner					
3	Reflective teaching plays a key role in professional development.					
4	Reflective teaching approach ignores experience/experiential knowledge to be taken in to account.					
5	Reflective teaching requires to employ theoretical principles and as guide for planning lessons.					
6	Reflective teaching promotes everyday behavior in the teaching learning process.					

7. Please list out some benefits of reflective practice /teaching/

IV. Major School CPD activities frequently used by secondary and preparatory school EFL teachers.

Please indicate the extent to which EFL teachers are participating in these activities in your school by putting tick (√) mark in the appropriate column.

(Use 5= always, 4= sometimes, 3= rarely 2= once in a month, 1= never)

No	CPD activities	Options				
		5	4	3	2	1
1	Peer observation					
2	sharing good experiences with colleagues					
3	Maintaining portfolios					
4	Keeping professional diary					
5	Conducting action research					
6	Writing journals					
7	performing reflective training					
8	Team teaching					

9. List some CPD activities and your involvements -----

V. Major challenges encountered by secondary and preparatory school EFL teachers in implementing CPD activities and reflective practice. Some possible obstructions affecting the implementation of CPD activities are stated in the table below. Please rank them based on their severity (Use 5= very high, 4= high, 3= fair, 2= low, 1= very low.)

No	Item challenges	Options				
		5	4	3	2	1
1	Time constraint					
2	Unavailability of material resources					
3	Lack of financial resources					
4	Lack of support from school principals					
5	Lack of support from responsible bodies					
6	Lack of required knowledge					
7	Lack of information access					
8	Absence of collegial collaborations					
9	Absence of effective management					
10	Absence of teachers positive attitude towards the program					
11	Lack of commitment of practitioners					
12	Lack of incentive					

13. Please list out any possible obstructions affecting implementation of your CPD activities

APPENDIX- B

Jimma University

College of Social Science and Humanities

Department of language and literature

Interview questions for secondary and preparatory school EFL teachers

Part I: Background Information

Name of School: ----- Sex: ----- Age: -----

----- Position: ----- years of teaching: -----

Interview questions for secondary and preparatory school EFL teachers

II. Questions

1. Do you think EFL teachers have adequate awareness about reflective teaching? Substantiate your response with examples.
2. Would you mention the major CPD activities EFL teachers are participating in this school?
3. What do you think are the major challenges that hinder the implementation of CPD activities and reflective practice?
4. What benefits do you think teachers get by participating in CPD program for reflective practice?
5. To what extent do you think CPD activities enhance EFL teachers to develop critical reflection?
6. What suggestions do you have with regard to tackling the challenges for improving the proper implementation of CPD activities and reflective practice?

APPENDIX- C

Jimma University

College of Social Science and Humanities

Department of language and literature

Document Analysis Checklist on Teachers' Portfolio

Check list on CPD activities which should be included in teachers' portfolio (MoE, 2011).

No	Activities	Yes	No
1	Individual CV (personal and professional data and qualifications)		
2	Individual CPD Action Plans		
3	Evidence of all the CPD activities which have been undertaken by the individual teacher in the last two years		
4	Feedback from mentors/facilitators/		
5	Teacher's self-reflections on progress		
6	Appraisal /assessment/ annual reports		
7	Examples of examination results with analysis		
8	Examples of lesson plans with evaluations		
9	Details of any Action Research undertaken		
10	Attendance certificates for local, regional or national courses/workshops		
11	Examples of materials prepared by the teacher as part of CPD activities		
12	Reports on classroom observations by peers or line managers/mentors		

APPENDIX- D

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Department of language and literature

The main purpose of this observation checklist is to assess the reflective practice that will be practiced in the classroom in relation to the implementation of CPD activities. The activities will be marked in the category of Yes/No on the basis of whether they will happen or not in the classroom.

Classroom Observation Check list for reflective practice which adapted from (Taye Geressu , 2008).

Part I. General Information

Name of the school _____

Lesson being observed _____

Number of students in the class: Male _____ Female _____ Total _____

Part II.

No	List of Observation	Yes	No
	Classroom condition		
1	Is the classroom arrangement arranged to make easy reflective teaching?		
2	Is the class size appropriate?		
3	Arranging students for different classroom activity		
	Teachers' Activity		
4	Are there group work activities which help students to be able in English language competence?		
5	Clarifying the learning objective based on CPD activities and daily lesson plan		
6	Giving direction about the procedures and activities of the contents that obtained from CPD activities		

7	Using different instructional methods /strategies/ to implement reflective teaching		
8	Controlling the class for active learning implementation.		
9	Using exercises to describe students' knowledge and skills of the EFL.	Yes	No
	Activities of Students During the Lesson		
10	Students are participating in problem solving activities independently		
11	Students are discussing issues in groups		
12	Students are taking part in peer teaching		
13	Students are practicing expression		
	Class Evaluation	Yes	No
14	Teacher gives group work, asks questions and gives exercises for the learners		
15	Teacher checks and gives constructive feed back to the students' work.		